

**THE INFLUENCE OF USING SWELL METHOD TOWARDS
STUDENTS' RECOUNT PARAGRAPH WRITING ABILITY
AT THE EIGHTH GRADE OF SMP NEGERI 2 SUMBEREJO
TANGGAMUS IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

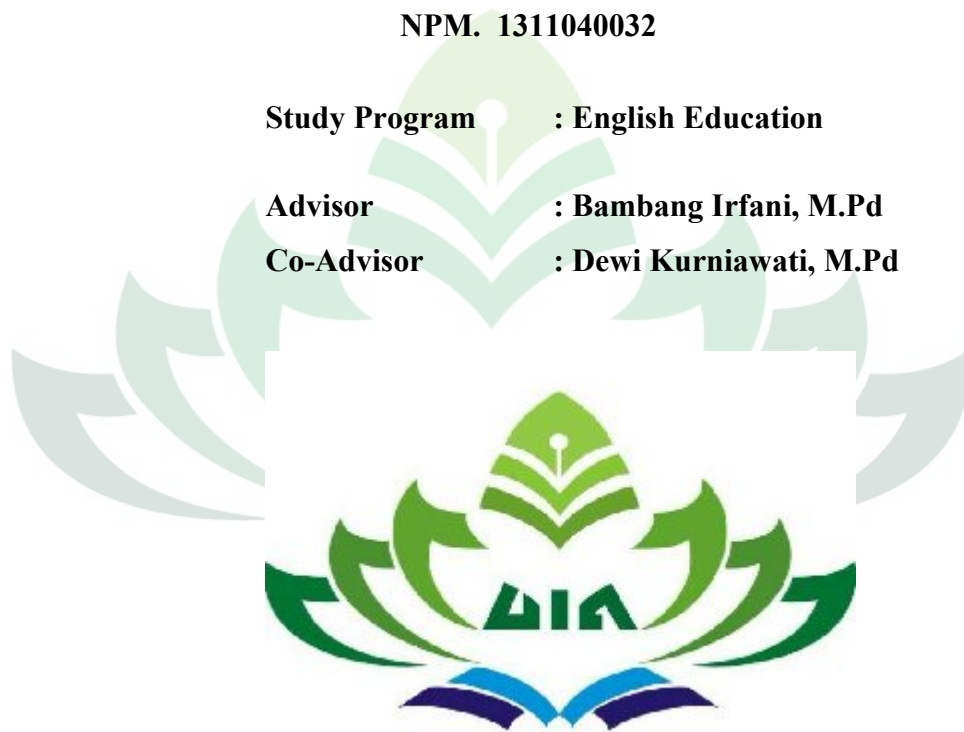
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LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING SWELL METHOD TOWARDS STUDENTS' RECOUNT PARAGRAPH WRITING ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 2 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2017/2018

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This research was conducted based on the preliminary research that are many students considered writing is difficult. The students still cannot develop and express their idea in writing and the class was less attractive. The students' recount paragraph writing score is bellow the criteria minimum mastery (KKM) at SMP Negeri 2 Sumberejo Tanggamus. The objective of the research was to find out whether there was an influence of using swell method towards students' recount paragraph writing ability at the second semester of the eighth grade of SMP Negeri 2 Sumberejo Tanggamus in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of SMP Negeri 2 Sumberejo Tanggamus. The total sample in this research was 61 students that were taken from two classes, VIII_B and VIII_D. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was recount paragraph writing test. After giving the post-test, the researcher analized the data by using independent sample t-test.

From the data analysis, it was found that the result of test was t_{observed} (4.3663) with t_{critical} (1.671), it means that the score of t_{observed} was higher than t_{critical} , so H_a is accepted. So, there was an influence of using swell method towards students' recount paragraph writing ability at the second semester of the eighth grade of SMP Negeri 2 Sumberejo Tanggamus.

Keywords: Recount Paragraph, Swell Method, Quasi Experimental Design, Writing Ability



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WRITING ABILITY AT THE EIGHTH GRADE OF
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

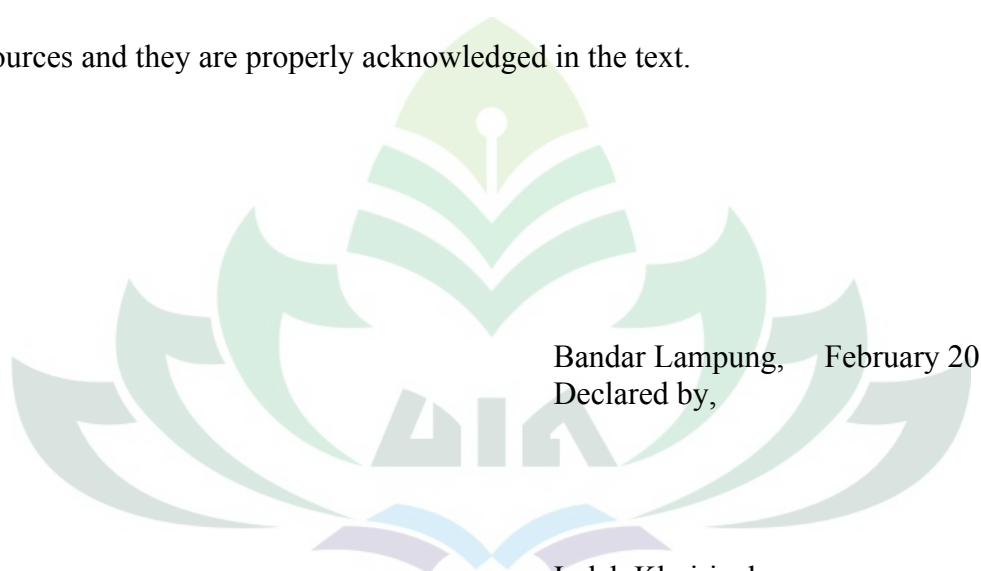
“Nun. By the pen and that which they write (therewith)” (QS. Al-Qalam :1)¹



¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, Commentary and Newly Compiled Comprehensive Index, (Riyadh: Amanah Publication, 2005), p. 450.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Swell Method Towards Students’ Recount Paragraph Writing Ability at Eighth Grade of SMP Negeri 2 Sumberejo Tanggamus in the academic year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, February 2018
Declared by,

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DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to :

1. My beloved parents Mr. Riswanto and Mrs. Maryati
2. My beloved grandfather Mr. Sudirman and grandmother Mrs. Wakidah, I cannot say anything because a thousand words nothing means to your kindness, I really proud of having you as my parents
3. My beloved brother and sister Maulana Ghufro and Amin Ris Nita Devi who always give me support and motivation
4. Almamater UIN Raden Intan Lampung

CURRICULUM VITAE

The name of the researcher is Indah Khoiriyah. She is called Indah. She was born on October 11th, 1995 in Margoyoso, Tanggamus. She is the second child of Mr. Riswanto and Mrs. Maryati but she grew up with her grandmother and grandfather for about 20 years ago. Her grandmother is Mrs. Wakidah and grandfather is Mr. Sudirman. She has one beloved brother and one sister. Their names are Maulana Ghufro and Amin Ris Nita Devi S.Pd.

She accomplished her formal education Elementary School at SD Negeri 1 Sinar Mulyo and graduated in 2007. After that she continued her study Junior High School at SMP Negeri 2 Sumberejo and graduated in 2010. Then she also continued her school to MA Al-Ma'ruf Margodadi and graduated in 2013. In 2013, she continued her study and she decided to enter UIN Raden Intan Lampung in English Education Study Program.

In the junior high school and senior high school she was active in school organization such as OSIS Secretary, Sanggar Saktah and ROHIS.

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Praise be to Allah SWT, the Almighty God, the most merciful and the most beneficent, for blessing with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Swell Method Towards Students’ Recount Paragraph Writing Ability at the Eighth Grade of SMP Negeri 2 Sumberejo Tanggamus in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thanks:

1. Prof. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the

researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, February 2018
The Researcher,

Indah Khoiriyah
Npm.1311040032



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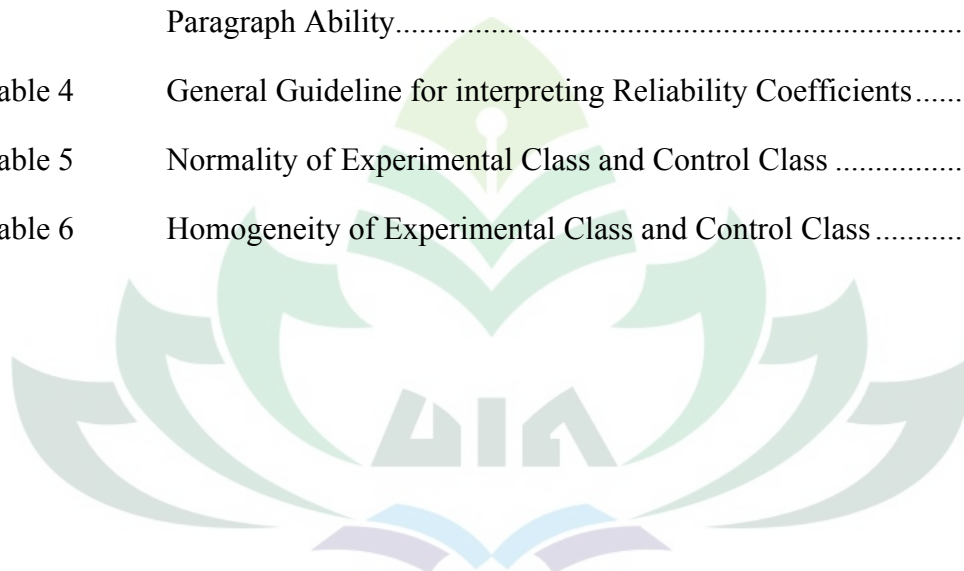
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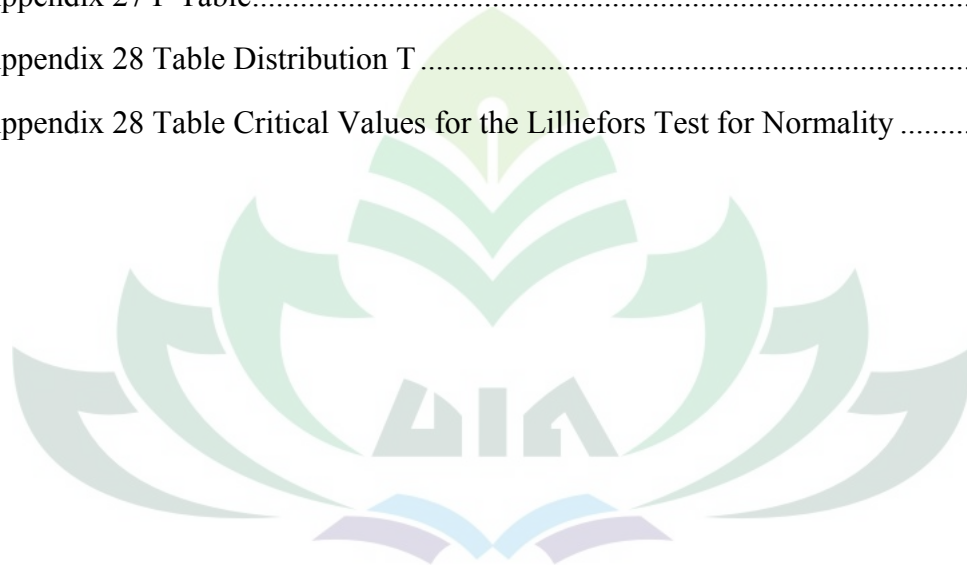
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitors in target language country.¹ Therefore, a study of English language is hard to learn. People think that they do not need English to communicate in their daily activities because they can use their own language, the writer know that study English is important in this era. According to Setiyadi, which people should learn English in the condition where the language is use for communication in their daily lives.²

Referring to these conditions, the researcher argues that writing is a skill that needs extra work to master. The purpose is to improve the teaching of students' writing ability to function effectively in the context of the writing. According to Raimes that writing is a medium for communication, it helps us connect to others, and the reader must understand the purpose of our writing, what the writer are going to inform or to say.³ Then, it is not surprising th some states or school systems have

¹ Jeremy Harmer, *How to Teach Writing*, (Longman: New York, 2009), p, 39.

² Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 20

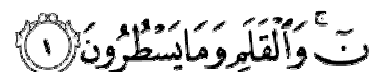
³ A. Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 129

begun to systematically assess the effectiveness of teaching and learning writing. Writing plays an important role where it can not speak to meet the communicative needs. Crimon said that writing is hard work. Therefore students need a lot of practice to apply their writing skills.

Writing is an effective way to communicate and expressed thoughts, feelings, and opinion to others. In the process of language learning, there are four language skills that must be mastered by the language learners, they are listening, speaking, reading and writing.⁴ Writing is the last basic language skill to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.⁵ It means that the students taught and involved in writing text and each student often discovers something new to write or a new way to express ideas and students need to found the right words and the right sentences. In Islam, the importance of writing is also stated in holy Qur'an on first verse of surah Al-Qolam:

⁴ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu Press, 2008), p. 185.

⁵ Jeremy Harmer, *Op. Cit.*, p. 31.



“Nun. By the pen and that which they write (therewith)” (QS. Al-Qalam :1)⁶

Qolam in this verse means as a pen which is used to write the knowledge. It means that everyone who write, will make the process of thinking to create ideas in writing to understand its meaning and purpose.

According to curriculum of junior high school, there are many kinds of paragraphs they should learn in the first, second and third grade, such as descriptive, narrative, recount, report, procedure, exposition, discussion, etc. Based on the syllabus and relevant book in the second semester of the eighth grade of junior high school, recount paragraph must be studied by students, so that is why, the researcher chose recount paragraph for her research.

Based on the information that the researcher got from the English teacher in SMPN 2 Sumberejo Tanggamus, some students get difficulties in writing. It happens because they have limited vocabulary and also caused by their low writing ability. The teacher said that her students low ability in writing is shown by their bad score in writing tasks. They often make mistake in their grammar and also in using the appropriate words. because of that their score of writing skill was still low. It can be seen from the Table 1.

⁶ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, Commentary and Newly Compiled Comprehensive Index, (Riyadh: Amanah Publication, 2005), p. 450.

Table 1
The Students' Recount Paragraph Writing Score at the Eight Grade of
SMP Negeri 2 Sumberejo in academic year 2016/2017

| No | Score | Class | | | | | Total | Percentage |
|-------|-----------|-------|-------|-------|-------|-------|-------|------------|
| | | VIIIA | VIIIB | VIIIC | VIIID | VIIIE | | |
| 1 | ≥ 70 | 32 | 11 | 14 | 13 | 12 | 50 | 38.76% |
| 2 | < 70 | 0 | 20 | 20 | 17 | 22 | 79 | 61.24% |
| Total | | 32 | 31 | 34 | 30 | 34 | 129 | 100 % |

Source: Document of Students' score for English Test at the eighth grade students of SMP Negeri 2 Sumberejo in academic year 2016/2017⁷

Based on Table 1, it can be seen that there are more students who got low score or got score below the criteria of minimum mastery (KKM) of the school, as 50 out of 129 students or 38.76%. Who got scores above the criteria of minimum mastery, as 82 students or 61.24%. The KKM score was 70. Since the criteria minimum of mastery (KKM) is 70 the researcher assumes that most of the students are still weaknesses in writing ability.

Besides, after interviewing some students in the Eighth Grade of SMP Negeri 2 Sumberejo, the researcher found that there was only a little variation method in teaching writing in the classroom, therefore the students' difficulty to express their ideas and feel bored to learn writing. Even though the teacher has mastered the materials but they did not used teaching method or technique.

The researcher through that the teacher should find and try suitable way in teaching the students, especially in writing. The researcher assumes that by using

⁷ *Document of Students' Score for English Test at the Eighth Grade Students of SMP Negeri 2 Sumberejo in 2015/2016 Academic Year*

swell method stands for social-interactive writing English for language learner. Swell method is method that is used in teaching writing that will increase the proficiency and confidence of the writers in ESL class.⁸

By relying more on each other and less on their teacher, they also become more independent thinkers and learners. In swell method the students divided into two groups, one as helper and one as writer. The helper was the student who has higher ability and writer is the student who has lower ability. In swell method the students work together in composing a good writing.

Swell Method is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Sri Puji Jarningsih's research on 2013, entitled *The Effect of Swell Method on the Students' Achievement in Writing Procedure Text at SMPN IV Koto Kampung Dalam Pariaman*. It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that Swell Method can improve students' achievement in writing procedure texts.⁹

In addition, another research conducted by Eka Setiawati's research on 2014, entitled *The Influence of using Swell Method Toward Students' Descriptive*

⁸ Adelino Teo, SWELL: A Writing Method to help English Language Learners, *English Teaching Forum Vol. 45 No. 4* (2007) p.23

⁹ Sri Puji Jarningsih, *The Effect of Swell Method on The Students' Achievement in Writing Procedure Text on 2013 Edition*, Bachelor Thesis in English Department the Faculty of Teacher Training and Education Bung Hatta University. Available on: <http://ejurnal.bunghatta.ac.id/index.php?journal> (Access on September 10, 2017. 4:26 pm)

Paragraph Writing Ability at the Second Semester of The Eighth Grade of SMPN 21 Bandar Lampung. It can be revealed that Swell Method is effective to be used as an alternative method in teaching writing. The use of Swell method can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing descriptive texts.¹⁰ It means that Swell Method can be used in teaching writing, this method can minimize the students' difficulties in writing and help the teacher in teaching writing.

In this case, that Swell Method can help students construct their own knowledge. So that, the students understanding of the concept is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This method can help students to understand the material being taught. In short, if they are already familiar with the learning material, they will be easy to express their ideas in writing, in this case to write recount paragraph. Based on the explanation above, the researcher is interested in conducted a research entitled: "The Influence of Using Swell Method toward Students' Recount Paragraph Writing Ability at the the Eighth Grade of SMPN 2 Sumberejo".

¹⁰ Eka Setiawati, *The Influence Of Using Swell Method Towards Students' Descriptive Paragraph Writing Ability at The Second Semester of The Eighth Grade of SMPN 21 Bandar Lampung*, Bachelor Thesis in Tarbiyah and Teacher Training Faculty Raden Intan State Of Islamic University Lampung. (Bandar Lampung: Universitas Raden Intan Lampung Press Unpublished, 2014).

B. Identification of the Problem

Based on the background of the problem above, the researcher can identified the problem as follows:

1. The students' recount paragraph writing ability was still low.
2. The students felt bored in learning recount paragraph writing.
3. The teacher's technique in teaching writing was still uninteresting.

C. Limitation of the Problem

The researcher focused only on the used of Swell Method and it is influence on Students' Recount Paragraph Writing Ability.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follows:

Is there a significant influence of using Swell Method toward students' recount paragraph writing ability?

E. Objective and Use of the Research

1. Objective of the Research

Based on the formulation of the problem above, the objective of the research is to know and describe whether there is significant influence of using Swell Method towards students recount paragraph writing ability.

2. Use of the Research

This research aims to have following uses:

1. Theoretical Contribution

the result of the research will support the previous theory about the implementation of swell method in increasing students writing ability in the teaching learning process.

2. Practical Contribution

- a. The result of this study is expect to be able to widen the skill of teachers in using Swell Method in order to influence writing ability.
- b. The result of this study is expect to apply Swell Method to influence the students' competence in English writing ability.
- c. The use of Swell Method is expect the students are more enjoyable in doing their tasks associated with the writing materials.

F. Scope of Research

1. Subject of the Research

The subject of the research was the students at the second semester of the eighth grade of SMP Negeri 2 Sumberejo.

2. Object of the Research

The object of the research was the use of Swell Method and students' recount paragraph writing ability.

3. Place of the Research

The research was conducted at SMP Negeri 2 Sumberejo.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. Concept of Writing

Writing is language skill that involves language production and therefore often referred to as productive skill.¹ Writing is on the ways to convey the ideas into written form, which arrange the word into a good idea in paragraph. Writing is the skill of the writer to communicate information to reader. Moreover, Oshima and Hogue stated that writing is a process of creating, organizing, writing, and polishing. It means in the first step, students create ideas. In the second step, they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revision.²

It is supported by Sanggam's statement that the skill of writer to communicate information to readers, her or his skill also realize by his or her ability to apply ruler of the language, they are writing to transfer the information, and she or he has in her or his mind to her or his readers effectively.³

Writing is a process of communication which uses convention graphic system to convey a message to reader. Linderman said that writing is process of sending

¹ Jeremy Harmer, *The Practice of English Language Teaching*, Longman Handbook for Language teachers (New York: Longman publishing, 2006), p. 16.

² Alice, Oshima, and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Longman, 1997), p. 265.

³ Sanggaman Siahaan, *The English Paragraph* (Yogyakarta: Candi Gabang Permai, 2008), p.3.

message by using a letter punctuation, words, and sentences as a graphic system.⁴ Thus the process of writing can be said successful if the reader and the writer understand the language being used in written communication. Teacher should encourage the student to develop their ideas by using their own thought. Therefore the students can produce good writing. According Tribble, this implies that, for variety of fully effective in intellectual organizing, not only in management of everyday affairs, but also in the expression of ideas and arguments.⁵

Davies defines, writing is probably the linguistic skill that is least use by most people in their native language.⁶

From the theories above the writer can conclude that writing is a process of communication of creating, organizing, writing, and polishing by using conventional graphic system and linguistic skill.

B. Concept of Paragraph

Paragraph are form of written communication which contains a minimum of five sentences. Siahaan said that paragraph is piece of written text.⁷ It contains several sentences. It is also supported by leggett who states a paragraph is a piece of

⁴ E Linderman, *A Rheroric Writing Teacher* (New York: Oxford University Press, 1983), p. 7.

⁵ C Tribble, *Language Teaching* (England: Oxford University Press, 1996), p. 13.

⁶ Paul Davies, *Success in English Teaching* (New York: Oxford University Press, 2002), p. 96.

⁷ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.5.

writing consisting of several sentences about a main topic and a central ideas.⁸ Each sentence in a paragraph develops one single main idea, unity and in a paragraph must be tied by using special words called transitions and each sentence must be coherence each other.⁹ A paragraph in good structure which called an introduction, the body and the conclusion.¹⁰

Paragraph is a group of closely related sentences that develop a central idea. Smalley and Ruetten state, paragraph is a group of sentences and that the first sentence of third group is indented ; that is, it begins a little bit more to the right of the margin than the rest of the sentences in this group.¹¹

While Siahaan states, that paragraph is a piece of written text. It contains several sentences. It can be classified into three parts: they are the beginning, the body and the ending.¹²

Moreover Hornby states, paragraph is a division (usually group of several sentences telling with one main idea) of a piece of writing, started on a line. In one paragraph there are several sentences.¹³

⁸ Sanggam Siahaan, *Issue In Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 215.

⁹ Leslie Childs, p. 2.

¹⁰ *Ibid*, p. 3.

¹¹ Regina L. Smalley, Mary K. Ruetten, *Refining Composition Skill, Rhetoric and Grammar for ESL Students* (New York: Macmillan Publishing Company, 1990), p. 3.

¹² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.5.

¹³ A S Hornby, *Oxford Dictionary* (New York: Oxford University Press, 2010), p.1064

Thus, Reid explains the part of paragraph:

- a. *The topic sentence is the most general, most important sentence in paragraph.*

It means the topic sentence contains the main idea of the paragraph. It is usually the most general statement of the paragraph but it must be specific enough. So that it can be adequately covered in that paragraph itself. It is commonly found that the topic sentence is located at the beginning of paragraph.

- b. *Controlling ideas are word or phrase in a topic sentence that need further explanation.* It means that the controlling idea or developing sentence are to cover completely the idea presented in the topic sentence.

- c. *The concluding sentence at the end of an academic paragraph usually uses one or more of the following technique.* It means the conclusion of the paragraph is generally one sentence that bring the development of the idea to close. It lets the reader know that the paragraph has finished discussing the idea.¹⁴

Based on the theories above, paragraph is group of sentences that contain relevant information about one mind or central idea, controlling idea, concluding sentence. It can be seen that a good paragraph have to have unity and coherence, but it must also have structure, they are the introduction to mentions the topic or main idea, the body which is in this part of the paragraph will develop and support the main

¹⁴ Joy M Reid, *The Proccess of Paragraph Writing* (New Jersey: Prentice Hall Regent Englewood Cliffs, 1994), p. 36-42

idea and explain detail of their reasons, and conclusion tell to the readers what they want to show at the end of what they are writing.

There are some steps in writing paragraph and also support by Sanggam Siahaan as follows:

1. The writer invents the main topic of the paragraph.
2. The writer invents the controlling idea of the paragraph.
3. The writer will formulate the topic sentence of the paragraph.
4. The writer collects the supports.
5. The writer formulates the concluding paragraph.
6. The writer writes the draft of the paragraph.
7. The writer revises the draft.¹⁵

C. Concept of Teaching Writing

Brown states teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.¹⁶

Furthermore Raimes says that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skills.¹⁷

¹⁵ Sanggam Siahaan, *Op. Cit*, p. 11.

¹⁶ H. Douglas Brown, *Principle of Language Learning and Teaching* (New Jersey: Prentice Hall Inc, 1987), p.7.

¹⁷ A Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p. 27.

Writing teacher is teaching students to gather ideas, organize them, and arrange them into a good composition, the teacher offers guidance in helping students to engage in the process of composing word. The teacher should encourage the student to develop their ideas by using own thinking. In Islam, to make students enjoyable and think freely what they want to write and help them to generate the ideas in the process of writing dealing with their own experiences the teacher should give the best method or technique to help the students to write very well is also stated in the holy Qur'an on surah Al- Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ ۗ وَمَا النَّصْرُ إِلَّا مِنْ
عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ ﴿١٢٦﴾

“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise” (QS. Ali- Imran 3:126)¹⁸

العَزِيزِ al'aziizi in this verse means as assist (the best method or technique) which is used to help students in learning process in writing.

According Tribble, this implies that, for variety of practical reason, it through they mastery of writing that the individual comes to be fully effective in

¹⁸ Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Center, 2006), p. 66

intellectual organization, not only in management of everyday affairs, but also in the expression of ideas and argument.¹⁹

In writing the students can choose some of strategies that they can use in developing their ideas. Sometimes brainstorming is effective and other times listing is more successful; sometime they begin in the middle, and sometime at the beginning. Developing such multiple strategies can prove beneficial for all students, though of course each student will have favorite strategies.²⁰ It means that the students need suitable strategies to develop their ideas well. Therefore the teacher should be creative in learning teaching process. a writing teacher also should have know what problems faced by the students along the process of writing. So he or she can search the appropriate way to overcome the writing problems in writing class.²¹

According to Edelstein and Pival in Elly's thesis, there are three steps of writing. These are used to make the writing more efective, they are:

1. Pre – writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.

¹⁹ Cristopher Tribble, *Writing* (New York: Oxford University Press, 1996), p. 13.

²⁰ Joy M Reid, *The Process of Paragraph Writing*, (New Jersey: Prentice Hall Regents, 1994), p. 41

²¹ Elly Yuniarsih, *Improving Students' Descriptive Text Writing Ability Through CLT at SMPN 1 Ambarawa* (Bandar Lampung: Universitas Bandar Lampung Press Unpublished, 2008), p.9.

2. Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraph, and so on.
3. Re-writing concerns with evaluating her or his writing, deals mainly with:
 - a. Correcting the content and the form
 - b. Correcting the vocabularies, punctuation, and grammar,
 - c. Correcting writing errors, word duplications and ommision.²²

From the process of writing above, the English teacher should guide the students when composing their writing.

D. Concept of Recount Paragraph

1. Definition of Recount Paragraph

There are seven types of paragraph in English, as follows ; narrative, report, procedure, explanation, exposition, response and recount paragraph. Every paragraph type has different structural and language features.

Derewinka defines that recount as the unfolding of a sequence of events overtime. We are using English to keep the past alive and help us to interpret experience, in a recount we reconstruct past experience.²³

²² *Ibid*, p. 11.

²³ Derewianka, *Exploring How Texts Work* (Newton: Primary English Teaching Association, 1990), p. 14.

According to Anderson, “a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount paragraph means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and their day’s activities”.²⁴

In line with this definition, Purwanti states that recount is a kind of text that tells about the event that has happened by someone. Recount tells about the real incident.²⁵

While Stofyanda states recount paragraph is a paragraph that reports of event or activity in the past and functions to inform, to retell or to entertain the readers.²⁶

Based on the theories above, the writer concludes that recount is a kind of text that explain an event that happens in the past time, such as past experiences, accident. The functions of recount paragraph are to inform, to retell or to entertain the readers.

2. Purpose of Recount Paragraph

A recount has social function. Recount “tell what happened”. The purpose of social recount is to document a series of events and evaluate their significance in

²⁴ Anderson, *Text Type in English I and II* (Sount Yarra: Machmillan Education Australia, 1997), p. 48.

²⁵ Purwanti, *Let's Write English Texts* (Yogyakarta: PT. Cipta Aji Parama, 2013), p. 56.

²⁶ Anwar Syofyanda et. Al. *Competence-Based English, Developing Competence in English for Grade VIII* (Bandung: Grafindo Media Pratama, 2007), p. 95.

some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually it is made by narrator about the events.

3. Types of Recount Paragraph

In exploring how text work there are three types of recount. They are:

a. Personal Recount

personal recount is a recount that retells of an activity that writer or speaker has been personally involved. It lists and describes past experiences by retelling events. It present the events chronologically (in order in which they happened).²⁷

Language features of personal recount are:

1. A personal recount uses past tenses. (e.g.: this morning my friends and I went to EOS studio).
2. A personal recount also uses connectors to put the events in order. (e.g.: first, we went to arts studio).
3. A personal recount describes events. So there are many verbs or action words used.
4. Personal recount uses mainly first personal pronoun (I or we).

²⁷ Murkanto, et. Al. *English on Sky 2* (Jakarta: Erlangga, 2007), p. 62.

b. Factual recount Paragraph

It is used to record details and facts of a particular event which the speaker or writer has not necessarily been involved in. It is recording an incident, e.g. a science experience, police report, news reports, historical reports etc.

Language features of factual recount are:

1. Use passive as well as active verbs for recounting and reporting.
2. Use of indirect speech for reporting.
3. Use of the past and past perfect tense for retelling events and reporting speech.
4. Emphasis on time expressions, conjunctions to denote sequence of events, prepositional phrases and prepositions of time.
5. Coordinate and subordinate conjunctions with strong sense of sequence.
6. Likely to be written in the third person (he / she / they).
7. Nouns, noun phrases, adjectives and adjective phrases used to clarify events and people.

c. Imaginative Recount

Writing an imaginary role and giving details of events. E.g. a day in the life of an invented person.

The characteristics of imaginative recount:

1. Usually written in the first person pronoun.

2. It maybe appropriate to include personal reactions.²⁸

Based on the three types of recount above, in this research the writer choose personal recount paragraph because the writer assumes that it is easier and appropriate with the curriculum and materials are learned by students of junior high school.

4. Constructing a Written Recount Paragraph

The recount paragraph type retell past events, usually in order in which they happened. The steps for constructing of written recount are:

1. Orientation is a first paragraph that gives background information about who, what, where and when.
2. Events is a series of paragraphs that retell the events in the order in which they happened.
3. Reorientation is a concluding paragraph (not always necessary).²⁹

5. Language Features in a Recount Paragraph

The language features in recount paragraph commonly consists of the following:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example: *first, next, then*).³⁰

²⁸ Derewinka, *Op. Cit.*, p. 15-17.

²⁹ Mark Anderson and Kathy Anderson, *Op. Cit.*, p. 50.

6. The Students' Recount Paragraph Writing Ability

Writing is a process that what students write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. It is one of four language skills in English that students are supposed to be able to master it. It needs more practice than theory because writing is difficult subject.

For scoring the students' recount writing work, the writer used the assesment scale for written work proposed by Tribble :³¹

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in an appropriate manner)
3. Vocabulary (the ability to use language)
4. Language use (the ability to write in appropriate sentence)
5. Mechanics (the ability to use correctly those conventions peculiar to the written language punctuation and spelling)

Recount paragraph writing ability is the students' ability to produce of compose a paragraph, which tells past event whose purpose to inform and entertain the readers, which fulfill the criteria of good writing including content, organization, vocabulary, language and mechanics.

³⁰ *Ibid*, p. 50

³¹ Christopher Tribble, *Writing* (New York: Oxford University Press, 1996), p. 130

E. Concept of Swell Method

1. Definition of Swell Method

Swell is the acronym of social Interactive Writing for English Language Learners. It is a method that is use in teaching writing that will increase the proficiency and confidence of the writers in ESL class.³² By taking into consideration the students' linguistic needs, providing for teacher instruction, and taking a balance approach that focus on fluency and writing mechanics, swell method will make student actively participate in discussing with their partner while writing. Moreover, because the students are allow to use their first language in their interaction.

By relying more on each other and less on their teacher, they also become more independent thinker and learners. In applying swell method there are two main subject as the main actor, they are writer and helper. The helper is the student who is more knowledgeable than the writer. Therefore he / she has the function to help the writer in writing activity. The result of students' writing is the collaboration between the writer and the helper.

Why in applying swell method teacher allows the students to use their native language? It is because they will express what ideas in their mind freely. It is support by Lucas and Katz statement that teachers should ensure that student's native language have a place in the classroom even though the design of the

³² Adelino Teo, SWELL: A Writing Method to help English Language Learners, *English Teaching Forum Vol. 45 No. 4* (2007) p.23

program and teachers' limited linguistic resources suggest an English-only learning environment. They stated that teachers should be receptive to their students' use of their native language, particularly to serve instructional purposes, and the native language should be used as a tool to establish rapport with students. In this way students' will not only feel comfortable using their native language to work together or exchange social information but will also feel that their native language is respected in their classroom.³³

Susser states that an essential component in writing pedagogy is timely intervention by the teacher so that students can generate ideas for better content or correct grammatical errors at the appropriate time during the writing process.³⁴

In teaching writing by using Swell's method the teacher does not give supervision in the students' activity. The teacher gives them a freedom to express their idea. Lew argues that it is a disservice to allow students' learning English to write without the close supervision of teachers, pointing out that students who do not speak Standard English have little confidence that their friends can help them with grammar or usage.

Swell uses complete structure and directive questions beginning with WH-words, such as "who did what to whom?" it will help learners to generate ideas for their writing and to provide the temporary support or "scaffolding". Peregoy and

³³ *Ibid*, p. 20

³⁴ Susser B, 1994, Process approaches in ESL/EFL writing instruction. *Journal of Second Language Writing* 3 (1): 31-47.

Boyle state that is necessary to permit learners to participate in a complex process before they are able to do so unassisted. Once proficiency is achieve, the scaffold no longer is needed and may be dropped.³⁵

In applying swell method, teachers are encouraged to play an active role in their student writing process by choosing a stage for each pair base on the teacher's understanding of their students writing levels. An additional advantage of having the teacher choose a stage for each pair is that the students can focus solely on the writing task without having to worry about whether they chose the appropriate stage.

In swell method there are two subjects as the main actor, they are writer and helper. The helper is the student who has more ability and has the function to help the writer in their writing. Because not all of the writers have good ability, so there is a novice writer. To help the novice writer, swell has the writer read and the draft with as much expression and attention to punctuation as possible, while both the helper and the writer look at the text together.

This giving the writer the opportunity to see if the writing is clear to the audience swell method provides four complete questions incorporating these term to help the students better understand their meaning.

These question are:

³⁵ *Op. Cit*, p. 21

1. Does the helper understand what the writer wants to say? (idea and meaning)
2. Does the writing have a clear beginning, middle, and end? (order)
3. Are the words and sentences correct? (style)
4. Is the punctuation correct and in the right place?³⁶

Swell adds the editing criterion style in the editing step. Style is defined as “the clarity of sentence” which includes making appropriate word choices and using correct sentence structure. Style is add to help students ensure that their sentences are clearly written in their final draft.

Based on the theory above the researcher concludes that Swell Method is a kind of method for teaching writing by asking to the students to work in pairs (one as writer the other one as helper) to develop an idea to be a paragraph by following six steps of writing procedure including ideas, draft, read, edit, best copy and evaluate. The student who is at a higher level or more ability plays the role of a helper. Student who is at a lower writing level is a writer.

2. Procedure of Teaching Writing through Swell Method

The following describes in detail the procedure that teacher of English language learners can use to implement swell in their classroom.³⁷

³⁶ *Ibid*, p. 23

³⁷ Adeline Teo, Social-Interactive Writing for English Language Learners. *The Catesol Journal* 18.1 (2006) p. 165

Step 1 : ideas

In ideas stage, the teacher asks one of the students to take lottery to choose the theme. Then, the teacher gives the students time to discuss about the theme. After that, the students begin to write the paragraph. Here, the student who played the role of helper ask the some questions to help the students who become the writer to stimulate ideas, whereas the writer answer those questions and make notes. The questions that the helper use is wh-questions, the pairs can use clustering, during the writing recount paragraph, the teacher move around to help the students. To help students understand important components such as character, setting, problem, and solution in recount writing, swell provide complete questions, most of which begin with wh- questions. They are:

- a. Who did what?
- b. What happened?
- c. Where did it happen?
- d. When did it happen?
- e. Who are the important people (main characters) in the story?
- f. Why did he/she/they do that?
- g. How did he/she/they solve the problem?
- h. What happened next?

To help Writers stimulate ideas, their Helpers raise the questions stated above in any order that seems appropriate, or the Helpers can put forth their own questions.

As Writers respond verbally to the questions, they jot down key words and are encouraged to add any relevant information they might want to write about.

Step 2: Draft

With their amended and reorganized idea notes clearly in sight, and after the pairs receive instruction from the teacher on what they are expected to do in the stage the teacher chose for them, the Writer begins writing. In this step, the teacher emphasizes that Writers do not have to worry much about spelling as they write their first draft. Rather, the stress should be on allowing ideas to flow. In determining the writing stage for the pair, the teacher should remain flexible, relying on the students' writing development and process (or lack thereof) to guide them. It may be necessary for the pair to go back one or more stages if they encounter a particularly difficult problem.

Step 3: Read

The Writer reads the writing aloud. If a word is read incorrectly, the Helper provides support if able to do so.

Step 4: Edit

Helper and Writer look at the draft together, and consider what improvements might be made. Problem words or sentences could be marked. The Writer and Helper inspect the draft more than once, checking the following five well editing criteria:

1. Meaning
2. Order (organization of the separate ideas in the text, organization within a phrase or sentence, and organization of the order of sentences)
3. Spelling
4. Punctuation
5. Style (word choice and sentence structure)

While editing, the Writer and Helper consider the following questions:

- Does the Helper understand what the Writer wants to say? (idea and meaning)
- Does the writing have a clear beginning, middle, and end? (order)
- Are the words and sentences correct? (style)
- Are the words spelled correctly?
- Is the punctuation correct and in the right place?

The order of each question shows its relative importance in writing. With the question in mind, the helper marks areas the writer has missed; the helper can also suggest other changes. The symbol used in the edit step indicates that it is an interactional process between writer and helper. The pair discuss and agree on the best correction to make and revise the writing (preferably the Writer does the revision). They use a dictionary to check spelling.

Step 5: Best Copy

The Writer copies out a readable “best” version of the corrected draft and turns it in to the teacher. The Helper may help if necessary, depending on the skill of the

writer. Sutherland and Topping (1999) point out that the physical act of writing is the least important step in the Paired Writing method, so it does not matter who does it. The important thing is the quality of thinking and communication in the process. Because the best copy represents a joint product of the pair, both students should have their names on it.

Step 6: Teacher Evaluate

In this final step, the teacher meets with the pair and based on what she or he observes in the product they turned in, provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria of Step 4. The pair then review the teacher's comments together.

3. Advantages and Disadvantages of Teaching Writing by Using Swell Method

A. Advantages

- a. All of students are involve in the activity, because they have to cooperate to the other and they will be active.
- b. By using swell method, the students motivate will be increase. They will produce the good writing through the collaboration with other friends.
- c. Simplifying the step of the writing process by making them more concrete to the students.
- d. Providing teacher intervention in the final steps of the writing process as one way to increase interaction with the students at a crucial stage in the process.

- e. Help the teacher in checking the composition.³⁸

B. Disadvantages

- a. Students will discuss by using their native language
- b. Less of independent.

F. Concept of Grammar Translation Method

1. Definition of Grammar Translation Method

The Grammar Translation Method is one of the most traditional methods, dating back to the late nineteenth and early twentieth century. It was originally used to teach 'dead language' (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.

In teaching of second foreign language, grammar study and translation of written in the foreign or target language are the main focus from this method. Grammar is taught deductively and every sentence is translated into mother tongue.

As Setiyadi explained on his book that the principles of Grammar Translation Method the primary skills to be developed are reading and writing. Principally, the Grammar Translation Method focuses on translating of text, grammatical rule, memorizing vocabulary is the key which cannot be committed from this

³⁸ *Ibid*, p.22

method.³⁹ This method is effective for reading and writing lesson in the class classroom. By translating the sentence is unable the students to write the sentence to the target language. Translation drills the student to improve the writing skill. memorizing the vocabulary is emphasized the student to enhance the knowledge to read the text written in the target language.

From the definition above the researcher concludes grammar translation method is a kind of method that asked student to translate the target language into their mother tongue, analyze the grammatical rule and memorize the vocabulary.

2. Teaching Procedure Using Grammar Translation Method

1. The teacher begins the learning process with the introduction of the theories and the rule of grammar of the target language.
2. The teacher gives an example of the target language completed with the translation in the mother tongue.
3. The teacher explains the grammatical structure between the target language and the native language along with supplementary vocabulary.
4. The teacher asks students to state the grammar rule.
5. The students memorize the grammar rules and apply the rules by making some sentences relate to the discussed grammar.
6. Students translate the target language to their mother tongue.

³⁹ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p.34

7. The teachers asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language.
8. Students memorize vocabulary.⁴⁰

3. The Advantages and Disadvantages of Grammar Translation Method

A. Advantages

- a. Successful with children and adult learning any language
- b. Students' mastery of english grammar
- c. Understanding of the words that are translated into mother tongue quicker.
- d. Creating a strong memory bond by translating.
- e. Getting vocabulary effectively by using mother tongue.

B. Disadvantages

- a. The class taught through this method may be boring.
- b. It needs a lot of time in the classroom before the students are asked to make a composition in recount form.
- c. Students get no opportunities to discuss.
- d. And it prevents the student to think directly.⁴¹

⁴⁰ Lansen-Freeman, D. and Marti Anderson, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2011) p.15-17.

⁴¹ Fatel, M. F and Praven M. Jain, *English Language Teaching. Methods, Tools and Techniques*, (Jaipur: Sunrise Publisher, 2008) p.75-76.

H. Frame of Thinking

In learning foreign language the teacher needs suitable method, technique, media or games. So, the process of teaching and learning in the classroom become more interesting. Moreover writing skill. writing is the form of thinking and tool of communication between the writer and the reader. In this case the researcher are demanded to be creative in teaching learning process so the teacher can encourage the students to improve their writing ability. Indeed, by using swell method it is hopes that the students are able to write a good composition, students get interest in learning writing, and swell method can guide the students to develop to express their idea in written form well with six main step.

In the first step, the helper stimulates ideas by rising one-word question with the writer such as *who?*. In the second step is drafting, the writer dictates sentence by sentence what he or she wants to communicate in each sentence and the helper identifies a difficult vocabulary word or helps the writer spell it. In the third step, the helper reads the completed draft out loud while both members of the pair look at the text together. In the fourth step, helper and writer look at the draft together and consider what improvements might be necessary in any of the four editing levels (meaning, order, spelling, punctuation). In the fifth step, the writer copies out a neat or best version of the corrected draft and turns it in to the teacher. And the last step is evaluate, the pair evaluate their best copy.

The helper should make more positive evaluative comments than non-positive ones. In Swell Method there are two subjects as the main actor, they are writer and helper. Student who is at a higher writing level or more ability plays the role of a helper, and the student who is at a lower writing level is a writer. Specific tasks need to be done by the helper and the writer when they write collaboratively. This activity is design to be enjoy and fun, effective in developing their thinking and allow students to assume freely in learning teaching process.

Based on the explanation above, the researcher assume that there is a possitive influence of using Swell Method toward students' paragraph writing ability.

I. Hypothesis

According to Arikunto, hypothesis is the theoritical temporary answer of the research problem until they are proved by empirical data.⁴²

Based on the theories and frame of thinking above, the writer proposes the hypotheses as follows:

H^a : There is a significant influence of using Swell Method towards students' recount paragraph writing ability.

H^o : There is no a significant influence of using Swell Method towards students' recount paragraph writing ability.

⁴² Suharmisi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 71

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental methods. Hyland states that experimental methods are often used to investigate the language behaviour of sample groups under controlled condition. Experimental techniques explore the strength of a relationship between two variable features of a situation such as test scores, proficiency, instruction, and so on.¹ It means as research method that is used to find out an influence of a certain treatment towards others in a controlled condition

The researcher applied quasi-experimental design to know whether or not there was a significant influence of using swell method toward students' recount paragraph writing ability. The researcher deal with two classes, they were an experimental class and control class. The experimental class employed by using swell method and the control class by using grammar translation method. Each class received the same pre-test and post-test.

¹ Ken Hyland, *Teaching and Researching writing*, (London: Pearson Education Limited, 2002), pp. 169-170

In this research, the students in the control class got the treatments (O) using grammar translation method, and the students in experimental class got the treatments (X) using swell method. The design is illustrated as follows.²

| | | | | |
|-----------|----------|-----------|----------|-----------|
| G1 | = | T1 | X | T2 |
| G2 | = | T1 | O | T2 |

Notes :

G1 = Group one (Experimental Class)

G2 = Group two (Control Class)

T1 = Pre-test

T2 = Post-test

X = Treatments using swell method

O = Treatments using grammar translation method

B. Variables of the Research

A great deal of research are carried out in order to explore the strength of relationships between variables.³

1. Independent variable is swell method symbolized as (X).
2. The dependent variable is students' writing recount paragraph ability as (Y).

²Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p.

³ David Nunan, *Research Methods in Language Learning*, (Cambridge University Press, Cambridge, 1992), p. 24

C. Operational Definition of Variable

The operational definition of variable used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variables are as follows:

1. Swell method is a kind of method for teaching writing by asking to the students to work in pairs (one as writer the other one as helper) to develop an idea to be a paragraph by following six steps of writing procedure including ideas, draft, read, edit, best copy and evaluate. The student who is at a higher level or more ability plays the role of a helper. Student who is at a lower writing level is a writer.
2. Students' writing ability in recount paragraph is the ability to produce a text that tells about events or experiences in the past whose aim is to give information or entertain the reader which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto said that population is the entire subject of research.⁴ Thus, the population in this research was all students of the eighth grade of SMP

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.173

Negeri 2 Sumberejo in academic year of 2017/2018, which total number of population is 161 students, which consist of 5 classes. Table II showed the number of the students detail:

Table 2
Population of the students at the Eighth Grade of
SMP N 2 Sumberejo in the 2017/2018 Academic Year

| No | Class | Genre | | Total |
|-------------------|--------|-------|--------|-------|
| | | Male | Female | |
| 1 | VIII A | 14 | 18 | 32 |
| 2 | VIII B | 18 | 13 | 31 |
| 3 | VIII C | 16 | 18 | 34 |
| 4 | VIII D | 16 | 14 | 30 |
| 5 | VIII E | 15 | 19 | 34 |
| Total of students | | 71 | 90 | 161 |

Source: The data of SMP Negeri 2 Sumberejo

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵ Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁶ The sample of this research divided into two classes. Because there were five classes, the class that as experimental class and control class was chosen by sampling technique.

⁵ Jhon W. Creswell, *Educational Research*, Fourth Edition, (Boston: Pearson Education, 2008) p. 145

⁶ Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p. 106

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁷

The experimental and control class were chosen randomly. Steps in determining the experimental class and control class as follows:

- a. The first, the researcher wrote four names of classes in a small pieces of paper. Then the writer rolled them up and put them into a glass.
- b. The second, the researcher shook an experimental class first by putting one of them out the glass randomly. After that, the class which come out of the glass as the experimental class.
- c. Then, pieces of the rolled papers inserted back and shook out the back to get the control class.

E. Research Procedure

In conducting this research, the writer applied some procedures as follows;

1. Finding the subject of research

The researcher chose the students of the eighth grade SMP Negeri 2 Sumberejo as a subject of the research. One class was experimental class and one class was control class.

⁷Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th Ed),(New York: McGraw-Hill, 2009), p.95

2. Designing the instruments of the research

The instrument of this research was writing test. The students get the same instrument for both classes in several topics.

3. Administrating the Pre- test

The pre- test was used to find out the students' initial ability. Here, students were assigned to write recount paragraph consist 70 words or less by choosing one of topics that were provided as long as 80 minutes. In the pre-test the researcher told to the students about the writer experience to help students make a recount paragraph. The topics were: My Holiday, My Terrible Experience, Unforgettable Experience.

4. Conducting treatment

In this research, the researcher as a teacher taught the students about recount paragraph by using swell method in the experimental class and grammar translation method in control class.

The research was conducted in five meetings for each class. One meeting for pre- test, three meetings for treatment, and one meeting for post- test. Each of treatments was conducted twice a week. In the first treatment, the researcher as the teacher taught the students about how to tells past event about my holiday, after explain about generic structures and language features of recount paragraph with the example paragraph of holiday. Then the teacher explained about learning writing using swell method. In this method the

students work in pairs, one as writer and the other one as helper. At the second treatment, the students got the explanation about how to tells unforgettable experience. The third, the researcher gave the explanation how to tells terrible experience. In the revision stage of their writing process each of meetings, the researcher used swell method in the experimental class, and grammar translation method in the control class.

5. Administrating the Post- test

Post- test was administered to measure wheather there was an improvement of students' of recount paragraph writing ability. The students were assigned to make a recount paragraph consist 70 words or less by choosing one of topics that were provided as long as 80 minutes. The topics were: My Holiday, My Terrible Experience, Unforgettable Experience.

6. Analyzing the result (post- test and Pre-test)

To analyze the result, the researcher compared the result of pre-test and post-test between experimental class and control class to see whether the score of post-test in the experimental class was higher than control class.

7. Analyzing the Data

After collecting the data, the researcher analyzed the data by quantitatively.

F. Data Collecting Technique

Arikunto said that test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.⁸ Based on the definition above, in collecting data, the researcher used the following techniques:

a. Pre-test

Pre-test was used to know students' writing ability before the treatments, the test was done by asking the students to write recount paragraph consist of 70 words or less by choosing one of topics that were provided as long as 80 minutes.

b. Post-test

Post test was used to know the students' recount paragraph writing ability after the students got the treatments by using swell method in the experimental class and grammar translation method in the control class. In the post-test the students also were asked to write recount paragraph consist of 70 words or less by choosing one of topics that were provided as long as 80 minutes.

G. Research Instrument

The research instrument that used in this research was writing test. The researcher made two instruments, they were pre-test and post-test. In the

⁸Suharsimi Arikunto, *Op. Cit.*,p.223

instrument of pre-test and post-test, the students were asked to write recount paragraph consist of 70 words or less by choosing one of topics that were provided as long as 80 minutes. The instruction for pre-test and post-test were attached (See appendices 4-5 on pages 88-89).

a. Pre- test Instrument

The table of specification of pre-test

| No | The Topics of Recount Paragraph |
|----|---------------------------------|
| 1 | My holiday |
| 2 | Unforgettable experience |
| 3 | My terrible experience |

b. Post- test Instrument

The table of specification of post-test

| No | The Topics of Recount Paragraph |
|----|---------------------------------|
| 1 | My holiday |
| 2 | Unforgettable experience |
| 3 | My terrible experience |

H. Scoring Scale for Evaluating Students' Writing Recount Text Ability

The score of test is calculated based on the following scoring system proposed by Tribble:⁹

⁹Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p. 130.

Table 3
Scoring System

| Area | Score | Descriptor |
|----------------------------------|-------|---|
| Task Fulfillment/ Content | 20-17 | Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail. |
| | 16-12 | Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail. |
| | 11-8 | Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail. |
| | 7-5 | Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail. |
| | 4-0 | Inadequate: fails to address the task with any effectiveness. |
| Organization | 20-17 | Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion). |
| | 16-12 | Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion). |
| | 11-8 | Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion). |
| | 7-5 | Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence. |
| Vocabulary | 20-17 | Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and |

| | | |
|------------------|-------|--|
| | | usage; appropriate selection to match register. |
| | 16-12 | Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate. |
| | 11-8 | Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate. |
| | 7-5 | Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate |
| | 4-0 | Inadequate: Fails to address his aspect of the task with any effectiveness. |
| Language | 30-24 | Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured. |
| | 23-18 | Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. |
| | 17-10 | Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured. |
| | 9-6 | Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured. |
| | 5-0 | Inadequate: Fails to address his aspect of the task with any effectiveness. |
| Mechanics | 10-8 | Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout. |
| | 7-5 | Good to average: Occasional errors in spelling, |

| | | |
|--|-----|--|
| | | punctuation, capitalization, layout. |
| | 4-2 | Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout. |
| | 1-0 | Very poor: Fails to address his aspect of the task with any effectiveness. |

$$\text{Final Score} = C + O + V + L + M = 20+20+20+30+10= 100$$

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

Based on the statement above, the researcher concludes that measurement of writing is needed to know whether the students have good ability in writing or not. Also the researcher chose scale of writing work by Tribble to assess the students' skill in writing which consist of content, organization, vocabulary, language, and mechanics.

I. Validity, Readability, and Reliability Test

1. Validity Test

A good test was the test that has validity. According to Arthur, "the validity test is conducted to check whether the test measures what is intended to be measured".¹⁰ In this case, the writer should examined whether the scores from instruments test were valid. To know whether the test were valid or not, the writer analyzed the test from content validity and construct validity.

¹⁰ Hughes Arthur, *Testing for Language Teacher*, 2nd Ed, (Cambridge: Cambridge University Press, 2003), p. 26

a. Content Validity

Content Validity was concerned with whether the test was sufficiently representative and comprehensive for the test. In this research, the material that were given was appropriate with the standard of content school based on curriculum KTSP. Based on the standard competence and basic competence in the syllabus, recount was taught at the second semester of eighth grade.

b. Construct Validity

Construct validity focused on kind of the test that would be used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.¹¹ It means that the writer need to understand what ability in the test that was attempted to be measure. In this research, the writer administered writing test. Technique that was used to measure students' witing was Tribble assessment scale. Thus there were five aspects that would be measured in students' writing recount paragraph, there were: content, organization, vocabulary, language/grammar and mechanics.

In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher consulted the instrument test to the Mrs. Desi Hariantiesti, S.Pd as an English teacher at the school. (See appendix 6 on page 90).

¹¹Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Grahallmu, 2006), p.26

2. Readability Test

Readability tests as indicators that measured how easy a document to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the recount paragraph writing ability test instrument, the writer follows Kouame's research. The participants were asked to evaluate the instructions and the understandability of each item on a scale of 1 to 10, where, 1 described an item that was easy to read and 10 described an item that was difficult to read.¹²

After the researcher calculated the readability from participants, the researcher found that the mean of all items (instrument) of writing test was 2.82. based on Kouame's research finding, "If the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers." It can be concluded that $2.82 < 4.6$, so the instrument of this research was readable and understandable by the readers or test taker. (See appendix 11 on page 138).

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and

¹²Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133

understandable by the readers or test takers.¹³ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

3. Reliability Test

A reliability test was a test to measure whether the instrument is consistent and dependable. Sources of unreliability might lie in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scorer) reliability.¹⁴ It means that to ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher used inter-rater reliability.

Inter-rater reliability was used when scores on the test were independently estimated by two or more judges or raters. They are the teacher and the researcher. To estimate the reliability of the test, the writer used rank order correlation.¹⁵

$$p = 1 - \frac{\sum}{()}$$

Note :

\sum = The sum of Difference between rank correlation ($D = R_1 - R_2$)
 6 & 1 = Constant number
 N = Number of students

¹³*Ibid*, p. 134

¹⁴*Ibid*, p. 253

¹⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.

To know degree or level of the reliability of writing test, the researcher also used the criteria of reliability as follows:¹⁶

Table 4
General Guideline for interpreting Reliability Coefficients

| Coefficient (r) | Relationship |
|---------------------------------------|---------------------|
| 0.800 – 1.000 | Very High |
| 0.600 – 0.800 | High |
| 0.400 – 0.600 | Medium |
| 0.200 – 0.400 | Low |
| 0.000 – 0.200 | Very Low |

From the table, range 0 means no reliable, and range 1.00 means perfect reliability. It can be said that the larger the reliability coefficient, the more reliable the test score.

After calculating the reliability from two raters, the researcher found that the reliability of pre-test was 0.947118 and the reliability of post-test was 0.947118. thus, the deegree of the level of reliability of the students' writing between post-test and pre-test was very high and it can be seen that students' writing was reliable. (See appendices 18-19 on pages 147-148).

J. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including,

¹⁶Suharsimi Arikunto, *Op. Cit*, p.311

statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁷ It means that to get the accurate result, the researcher was do some tests such as normality test and homogeneity test.

a. Normality Test

To analyze the data, the researcher used normality test to know whether the data was normally distributed or not, so that the researcher decided what type of test that would be used to test the hypothesis of the research later. The normality test used to measure weather the data in the experimental class and control classes are normally distributed or not.¹⁸ In this case, the writer used *Lilliefors* test as follows:

1. Arranging the sample's data from the lowest until the highest.
2. Determining the score Z from each data by using following formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Where:

S: standard of deviation

: single datum

: coefficient of single datum

¹⁷M.Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

¹⁸Budiyono, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p.170.

3. Determining of probability of each Z score with $f(Z)$ by using:

If $Z > 0$, then $f(Z) = 0,5 + \text{table score}$

If $Z < 0$, then $f(Z) = 1 - 0,5 + \text{table score}$

4. Counting the cumulative frequency of each Z score (S_Z).

=

5. Determining the score with the highest score compared to the score from the table of *lilliefors*.

6. The hypotheses formulas are :

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.

7. The test criteria:

H_0 is accepted if $L_{observed} < L_{critical}$, it means that the distribution or the data were normally distributed.

H_a is refused if $L_{observed} > L_{critical}$, it means that the distribution or the data were not normally distributed.¹⁹

b. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data is

¹⁹Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467.

homogeneous or not. In this research, F-test used to measure the homogeneity of the data.

The formula of F-test used as follows:²⁰

$$F = \frac{V_b}{V_k}$$

Notes :

F = the homogeneous

V_b = the biggest variant

V_k = the smallest variant

The hypotheses for the homogeneity test are:

H_0 : the variance of the data was homogeneous

H_a : the variance of the data was not homogeneous

In this case the criteria for the homogeneity test are :

Accept H_0 if $F < F_{table}$

Reject H_0 if $F \geq F_{table}$

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, this research used t-test as follows:²¹

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum (x_1 - \bar{x}_1)^2}{n_1} + \frac{\sum (x_2 - \bar{x}_2)^2}{n_2}}} \quad (- + -)$$

²⁰Sugiono, *Op.Cit*, p.275

²¹ Ibid, p.172

Notes:

$\overline{x_1}$ = Mean of experimental class

$\overline{x_2}$ = Mean of control class

\sum = Average deviation in experimental class

\sum = Average deviation in control class

n_1 = Number of sample in experimental class

n_2 = Number of sample in control class

The hypotheses were:

H_0 : There was no significant influence of using swell method towards students' recount paragraph writing ability

H_a : There was a significant influence of using swell method towards students' recount paragraph writing ability

The criteria of the test are as follows :

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$, or $(t_{\text{observed}} < -t_{\text{critical}})$.

H_0 is accepted if $t_{\text{observed}} < t_{\text{critical}}$, or $(t_{\text{observed}} > -t_{\text{critical}})$.²²

²² Ibid,p.313

CHAPTER IV RESULT AND DISCUSSION

A. Data Description

The researcher conducted this research in five meetings. In SMP Negeri 2 Sumberejo Tanggamus itself, English subject was taught twice a week. On Tuesday, January 9th, 2018 the researcher gave the pre-test in experimental class and control class. Experimental class consists of 31 students and control class consists of 30 students.

In the second meeting, on Thursday, January 11th, 2018 the research began the treatment. As long as three meetings, the researcher gave the treatment. The last treatment was done on Thursday, January 18th, 2018. The researcher gave different topic each of treatment. For the last meeting, the students in experimental class and control class were given the post test on Friday, January 19th 2018. All the students in experimental and control class followed the post-test.

1. Description of the First Treatment

In experimental class the researcher as the teacher taught the students about recount paragraph by using swell method, the first meetings was conducted on Thursday, January 11th, 2018 at 08.35 a.m. in this meeting the teacher taught students about recount paragraph with the topic about my holiday.

Before the teacher explained the material, she opened the activity of teaching process by asking the students about previous study related to recount paragraph. It was to know the students' mastery in writing recount paragraph. The researcher as the teacher taught the material to the students. In this case the material, included the description, generic structures and language features of recount paragraph. While the teacher mentioned the language features of recount paragraph, she explained the tenses that was used in the recount paragraph by giving the simple explanation and example that generally happened in their daily lives.

The teacher gave an example about holiday. To make sure that the students understand about the material, than the teacher asked the students about their holiday experience one by one.

After the students got the explanation, the teacher gave them swell method. In this method the teacher explain the step about the procedure writing recount paragraph using swell method. The teacher asked them to work in pair. One as writer and the other one as helper. And give them theme about my holiday. The students' who play the role as helper raise the questions stated above in any order that seems appropriate, or the helper can put forth their own questions and as writer respond verbally to the questions, they jot down key words and are encouraged to add any relevant information they might want to write about. In the second step the writer begins writing. In this step, the

teacher emphasizes that writer do not have to worry much about spelling as they write their first draft. And the teacher guide them in writing process. In the third step, the writer reads the writing aloud. If a word is read incorrectly, the helper provides support if able to do so. In the forth step, helper and writer look at the draft together, and consider what improvements might be made. The writer and helper inspect the draft more than once, checking the following swell editing criteria such as meaning, order, spelling, punctuation, style (word choice and sentence stucture). The pair discuss and agree on the best correction to make and revise the writing recount paragraph. They use a dictionary to check spelling. In fifth step, the writer copies out a readable “best” version of the corrected draft and turns it in to the teacher. the important thing is the quality of thinking and communication in the process. Because the best copy represents a joint product of the pair, both students should have their names on it. In the final step the teacher meets with the pair and based on what she or he observes in the product they turned in, provide explicit instruction in writing and grammar or provide other corrective feedback associated with the five editing criteria. The pair then review the teacher’s comment together.

2. Description of the Second Treatment

The second treatment was conducted on Tuesday, 16th, 2018 at 07.55 a.m. In this meeting, the teacher were asked to write some information about recount

paragraph in white board. In this meeting, the teacher gave material about recount paragraph by the topic about unforgettable experience. after the students got the explanation, the teacher gave them swell method. The step of swell method same with the first treatment. The teacher asked the students work in pair and the teacher gave them the theme about unforgettable experience. Because of the fact that both student as helper and writer were at the same writing level. Thus, in each writing session in the study, the participants alternated the role being helper and writer. For example in the first treatment student A was the helper and student B was writer. In this second treatment, student A became writer and student B the helper.

3. Description of the Third Treatment

The third treatment was conducted on Thursday, 18th, 2018 at 8.35 a.m. In the last treatment the students reviewed the material that was explained in the first and second meeting. The teacher gave explained about recount paragraph by the topic terrible experience. After the students got explanation, the teacher gave them swell method, and the teacher asked the students to work in pair and make recount paragraph by the topic terrible experience. Finally, the teacher asked them to identify the generic stuctures of recount paragraph and answer the questions related to the paragraph, and the teacher gave a feedback from the teacher.

B. Data Analysis

There were two classes at the eighth grade of SMP Negeri 2 Sumberejo, they were VIII_B and VIII_D. In this case, class VIII_B as a Experimental class and VIII_D as a control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students' recount paragraph writing ability after they were given the treatment by using swell method on their on their revision stage.

1. Result of the Pre-test

The researcher conducted the pre-test in order to know the students' recount paragraph writing ability before the treatment. The pre-test was administered on Tuesday, January 9th, 2018 at 07.55 a.m for class VIII_B as experimental class and at 09.15 a.m for class VIII_D as control class.

Based on score that was gotten from pre-test, the researcher analized the data. The analysis showed that the mean of students' score in the experimental class was 60.29. the highest score was 71 and lowest score was 44.5. the median score was 60 and mode score was 59.5. in control class the mean was 63.03. the highest score was 76 and lowest score was 49.5. The median score was 62.5 and mode score was 68. (See appendix 13 on page 135).

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to know whether the students' recount paragraph writing ability after the treatment increased. The post-test was administered on Friday, January 19th, 2018 at 07.55 a.m for class VIII_B as experimental class and at 08.35 a.m for class VIII_D as control class.

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 73.56. the highest score was 85 and lowest score was 63. The median score was 72.5 and mode score was 72.5. In control class the mean was 70.33. the highest score was 76 and the lowest score was 60. The median score was 70.75 and mode score was 68. (See appendix 16 on page 135).

3. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed.

Hypothesis for normality test as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The criteria for normally test as follows:

H_0 was accepted if $L_{observed} < L_{critical}$, it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$, it means that the distribution of the data was not normal.

Table 5

Normality of Experimental Class and Control Class

| Class | Pre-test | | Post-test | | Calculation |
|--------------|----------------|----------------|----------------|----------------|---------------------|
| | $L_{observed}$ | $L_{critical}$ | $L_{observed}$ | $L_{critical}$ | |
| Experimental | 0.08988 | 0.15913 | 0.11992 | 0.15913 | Normal distribution |
| Control | 0.07343 | 0.161 | 0.1056 | 0.161 | |

Based in the Table 5, it can be seen that the result of test in experimental class and control class showed $L_{observed} < L_{critical}$. Thus, it can be concluded that the data was normally distributed. (See appendices 19-22 on pages 141-144).

4. Result of Homogeneity Test

Homegeneity test was used to determine whether the data was homogeneous or not.

H_0 = the variance of the data was homogeneous

H_a = the variance of the data was not homogeneous

The criteria for the homogeneity test as follows :

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.

Table 6

Homogeneity of Experimental Class and Control Class

| Class | The Biggest Variance | The Smallest Variance | $F_{observed}$ | $F_{critical}$ | Calculation |
|-----------|----------------------|-----------------------|----------------|----------------|-------------|
| Pre-test | 47.61 | 40.57 | 1.17 | 1.84 | Homogeneous |
| Post-test | 33.64 | 20.52 | 1.64 | 1.84 | |

Based on the table 6, it can be seen that the result of test in experimental class and control showed $F_{observed} < F_{critical}$. where the $F_{observed}$ of pre-test was 1.17 and 1.64 for pre-test. Thus, H_0 was accepted because H_0 accepted if $F_{observed} < F_{critical}$ and it means that the variance of the data was homogeneous. (See appendix 24 on pages 146-147)

5. Result of Hypothetical Test

Based on previous explanation, the data would be analyzed after the researcher calculated normality and homogeneity test. The calculation of normality and homogeneity test showed that both data were satisfied. Thus, the researcher calculated hypothetical test by using independent sample t_{test} .

The hypotheses were:

H_a = There was a significant influence of using swell method towards students' recount paragraph writing ability

H_o = There was no significant influence of using swell method towards students' recount paragraph writing ability

The criteria of the test are as follows :

H_a was accepted if $t_{observed}$ was higher than $t_{critical}$, or ($t_{observed} > t_{critical}$).

H_o was accepted if $t_{observed}$ was lower than $t_{critical}$, or ($t_{observed} < t_{critical}$).

In this case, the researcher used the level of significant $\alpha = 0.05$

Based on the calculation was obtained, t_{test} was 4.3663 while the df (number of sample from both control and experimental class subtracted by 2) was 59. Thus, the result of level of significant 0.05 was 1.671. it can be seen that the result of t_{test} was $t_{observed} > t_{critical}$. So, H_a was accepted because $4.3663 > 1.671$. Then, it could be assumed that there is a significant influence of using swell method toward students' recount paragraph writing ability. (See appendix 25 on pages 147-148).

C. Discussion

Based on the result of research, it has shown that swell method influenced students' recount paragraph writing ability. It can be seen that the result of students' post-test was higher than pre-test. Besides that, swell method of teaching writing recount paragraph could improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanics.

At the first step, pre-test was conducted in order to know the students' recount paragraph writing ability before the researcher gave treatment. The result showed that mean score of experimental was 60.29 and mean score of control class was 63.03. although mean score of control class was higher than experimental class, the normality and homogeneity test showed that the data were normal and homogeneous. Therefore, it can be concluded that both two groups, experimental and control class had the same ability before they were given the treatment.

The second step, the researcher as the teacher taught about recount paragraph writing ability by using swell method in experimental class and grammar translation method in control class. The researcher as the teacher gave the treatment in three meetings by different topic.

At the last step, the researcher gave post-test to the students in order to know the ability of their writing recount paragraph after the treatment. Based on the analysis of the data and testing the hypothesis, the result of calculation was

found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, we knew that the students who got frequency of using swell method got better score than the students without using swell method in revision stage of teaching writing recount paragraph. It was provided by mean score both classes. The mean score in experimental class was 73.56 and mean score in control class was 70.33. Thus, it can be concluded that by providing the feedback from the swell method made this method as one of good method in the revision stage of teaching writing recount paragraph.

As mentioned on the holy Qur'an on 126 verse of surah Ali- Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ ۚ وَمَا النَّصْرُ إِلَّا مِنْ
عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ ﴿١٢٦﴾

“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise.¹ It means to make students enjoyable and think freely what they want to write and help them to generate the ideas in the process of writing dealing with their own experiences the teacher should give the best method or technique to help the students to write very well in process learning writing. In this case swell method make students active when they are

¹ Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Center, 2006), p. 66

discussing to generate an ideas because there is an interaction and communication while writing.

In swell method all of students are involve in the learning activity, they will be active because they have to cooperate to the other. By using swell method, the students motivate will be increase, they will produce the good writing through the collaboration with other friends.² Moreover, swell method not only help students to encourage their writing ability but also in the learning process the students cooperate to the other.

In additional, the steps in learning process were not difficult to follow. After swell method was implemented, students has understood the grammatical used in writing recount paragraph, because they have collaborate with the pair and write a recount paragraph based on their own experience, and the students' vocabulary increased because they must checking their written more than once. It can be said that swell method helps the students in learning English, especially in recount paragraph writing ability. Therefore, swell method not only helps students in organize the ideas to be developed their writing but also motivated students to produce better writing.

In conclusion, this research was succesfully influenced students' writing ability especially in recount paragraph by applying swell method in the writing process. The result of the research was supported by the result of Sri

² Adelino Teo, swell: A Writing Method to help English Language Learners, *English Teaching Forum Vol.45 No.4* (2007) p.22

Puji Jarningsih's research who conducted at SMPN IV Koto Kampung Dalam Pariaman in 2013, she concludes that teaching procedure text through swell method helped students to improve their achievement in writing procedure text. In addition, Eka Setiawati's applied swell method in students' writing descriptive paragraph at the second semester of the eighth grade of SMPN 21 Bandar Lampung and the result was successfully improved.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that in hypothetical test H_a was accepted and H_o was rejected. In this research the researcher used the level of significant $\alpha = 0.05$ and found that $t_{critical}$ was 1.671. H_a was accepted because $t_{observed}$ was 4.3663 and $t_{critical}$ was 1.671, it means that $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

Furthermore, based on the result of research that was carried out in SMP Negeri 2 Sumberejo Tanggamus, the researcher concluded that there were was a significant influence of using swell method toward students' recount paragraph writing ability at the eighth grade of SMP Negeri 2 Sumberejo Tanggamus in the academic year of 2017/2018.

B. Suggestion

Based on the conclusion above, the researcher proposed suggestion as follows:

1. Suggestion to the students

The students should increase their writing ability, especially in writing recount paragraph. By write a little each day, will help the students more creative for developing their idea in written form.

2. The students should try hard and practice writing English in order to encourage their writing ability. They also need to be active in learning activity.
3. Suggestion to the teacher
 - a. In this reseach the researcher found that swell method can help students to encourage their writing ability and also can motivate the students' writing ability. thus the teacher can use this method as a recommended method in revision stage of writing.
 - b. In teaching writing recount paragraph by using swell method, the teacher should use time effectively to prepared the method procedure.
4. Suggestion to other researchers
 - a. In this research the researcher only focused on the use of swell method and analize its influence on the students' writing ability in recount paragraph. Therefore, it was suggested for the next researcher to investigate the use of swell method in other English skills such as listening, reading or speaking skill.
 - b. In this research the researcher used swell method to help students of junior high school, especially in the eighth grade. Further other researcher should conduct this method on different level of students.
 - c. In this research the researcher applied swell method in three times of meeting. For the next, researchers can spend more time in giving the treatments to the students, so that they can get enough exercise.

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APPENDICES



APPENDIX 1

The Result of Interview for English Teacher in Preliminary Research

Interviewer : Indah Khoiriyah

Interviewee : Desi Harianti, S. Pd

Place : SMPN 2 Sumberejo

| No | Question | Answer | Conclusion |
|----|---|---|---|
| 1 | How long have you been teaching? | I have been teaching English since 2008 until now. | It means that the teacher has been teaching English in SMPN 2 sumberejo since 2008. |
| 2 | What kind of the method that you used in teaching writing especially recount paragraph? | No, I don't have spesific method or strategy, I only focus on the material. I Usually asked student to make a paragraph and I Guide them to make an easy draft. | It means that teacher doesn't use specific method to teaching writing. She only focused on the material and the most important role there. It can be conclude that the teacher use old method |
| 3 | What are the problems that you found in teaching recount paragraph writing? | Sometimes I got the trouble in teaching recount pragraph for certain the context such as grammar use and vocabulary. Then, the | The teacher got the problems such as grammar and vocabulary, low interest of students learning and the students itself in |

| | | | |
|---|--|---|---|
| | | <p>students felt difficult to understand about the text, for example in determining the generic structure and they also need vocabulary mastery and grammar. At the end of learning, students were less active to ask and gave an evaluation. So, it sometimes made me confused whether they were understood or not. The other problem was like low interest of students in learning, I felt it has become a common problem in every schools and it was difficult to encourage students to be active in learning.</p> | <p>learning recount paragraph. The students were less active to ask and gave an evaluation.</p> |
| 4 | How do you respond to use Swell Method for teaching recount paragraph writing? | <p>I never use it before. But I can try it to be implemented</p> | <p>It means that the teacher has good respond about Swell Method</p> |

Appendix 2

The Result of Interview for students

Student 1:

| No | Question | Answer | Conclusion |
|----|--|---|--|
| 1 | Apakah anda memiliki kesulitan saat mempelajari skill writing? | Iya | The students does not mastering the vocabulary, so they were confused to write something. It describes their writing ability is still low. So the student needs to learn more and memorizing more vocabularies that commonly used. The teacher still monotonous so that the lesson not interesting for the students. |
| 2 | Apakah anda sudah pernah belajar mengenai writing recount paragraph sebelumnya? | Ya, pernah | |
| 3 | Kesulitan apa yang sering ditemukan dalam belajar bahasa inggris terutama dalam writing recount paragraph, misalnya kesulitan dalam kosa kata, grammar atau dalam proses menulisnya? | Sulitnya karna kosa kata bahasa Inggrisnya masih sedikit dan juga tidak paham grammarnya. | |
| 4 | Bagaimana anda belajar writing recount paragraph didalam kelas dengan guru bahasa inggris anda? | Saya hanya mendengarkan apa yang guru jelaskan tentang materi tentang recount paragraph, beliau juga memberi contoh. Setelah itu saya mengerjakan latihan membuat recount paragraph tentang pengalaman pribadi. | |
| 5 | Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses belajar writing recount paragraph, dan apakah guru sering mengoreksi | Kami membuat recount paragraph tentang pengalaman pribadi dan guru meminta kami mengumpulkan hasil latihan. Guru kami hanya mengoreksi tanpa memberi | |

| | | | |
|--|---------------------|-----------------------|--|
| | hasil latihan anda? | tahu mana yang salah. | |
|--|---------------------|-----------------------|--|

Student 2:

| No | Question | Answer | Conclusion |
|----|--|---|---|
| 1 | Apakah anda memiliki kesulitan saat mempelajari skill writing? | Ya, saya tidak terlalu paham mengenai kosa kata dalam bahasa inggris, jadi saya sulit menulis bahasa inggris | The student does not has many vocabularies, this is why her writing ability still low. The teacher should vary the task and given the explanation about the student's written work. |
| 2 | Apakah anda sudah pernah belajar mengenai writing recount paragraph sebelumnya? | Ya, pernah | |
| 3 | Kesulitan apa yang sering ditemukan dalam belajar bahasa inggris terutama dalam writing recount paragraph, misalnya kesulitan dalam kosa kata, grammar atau dalam proses menulisnya? | Saya tidak bisa meulis dalam bahasa inggris dengan kalimat dan grammar yang benar | |
| 4 | Bagaimana anda belajar writing recount paragraph didalam kelas dengan guru bahasa inggris anda? | Saya hanya melihat guru, guru saya memberikan penjelasan dan contoh dan langsung memberikan tugas. | |
| 5 | Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses belajar writing recount | Kami membuat recount paragraph tentang apa yang dikasih guru. Tugasnya dikoreksi oleh guru, tetapi tidak dijelaskan lagi. | |

| | | | |
|--|--|--|--|
| | paragraph, dan apakah guru sering mengoreksi hasil latihan anda? | | |
|--|--|--|--|

Student 3:

| No | Question | Answer | Conclusion |
|----|--|--|--|
| 1 | Apakah anda memiliki kesulitan saat mempelajari skill writing? | Ya, saya kurang paham tentang grammar | The student does not mastering the grammar well and needs way to learn it. Here the teacher must be creative to implement the other method/technique in writing recount paragraph. And the teacher should give feedback about correct or not their written task. |
| 2 | Apakah anda sudah pernah belajar mengenai writing recount paragraph sebelumnya? | Ya pernah | |
| 3 | Kesulitan apa yang sering ditemukan dalam belajar bahasa inggris terutama dalam writing recount paragraph, misalnya kesulitan dalam kosa kata, grammar atau dalam proses menulisnya? | Saya tidak tahu grammar apa yang harus saya gunakan dan sulit sekali untuk menuliskan ide kedalam bahasa inggris | |
| 4 | Bagaimana anda belajar writing recount paragraph didalam kelas dengan guru bahasa inggris anda? | Guru memberikan materi seperti biasa. Kemudian menyuruh kami membuat recount paragraph tentang pengalaman pribadi. | |
| 5 | Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses | Latihan yang kami kerjakan hanya menulis recount paragraph tentang pengalaman pribadi tentang | |

| | | | |
|--|--|---|--|
| | belajar writing recount paragraph, dan apakah guru sering mengoreksi hasil latihan anda? | liburan. Kemudian dikumpul dan dikoreksi oleh guru, tapi tidak dijelaskan mana yang salah dan yang benar. | |
|--|--|---|--|

Student 4:

| No | Question | Answer | Conclusion |
|----|--|---|---|
| 1 | Apakah anda memiliki kesulitan saat mempelajari skill writing? | Ya, saya malas untuk menulis dalam bahasa inggris | There are some factors why the student lazy to write, they are grammar, lack of vocabularies, and the lesson unintersting. So their writing ability is still low. The teacher needs more reference of using method/technique in teaching writing especially recount paragraph so that the students enthusiastic in the class. |
| 2 | Apakah anda sudah pernah belajar mengenai writing recount paragraph sebelumnya? | Ya, pernah | |
| 3 | Kesulitan apa yang sering ditemukan dalam belajar bahasa inggris terutama dalam writing recount paragraph, misalnya kesulitan dalam kosa kata, grammar atau dalam proses menulisnya? | Saya punya banyak ide dalam menulis kalimat bahasa iggrus tapi kesulitan saat menulis bahasa inggris adalah susah menentukan grammarnya | |
| 4 | Bagaimana anda belajar writing recount paragraph didalam kelas dengan guru bahasa inggris anda? | Saya belajar recount paragraph dengan memperhatikan guru dan mengerjakan latihan | |
| 5 | Bagaimana pendapat anda mengenai jenis | Saya menulis recount tentang sesuatu sesuai tema | |

| | | | |
|--|---|---|--|
| | latihan yang diberikan oleh guru di akhir proses belajar writing recount paragraph, dan apakah guru sering mengoreksi hasil latihan anda? | yang diberikan guru. Dan setelah itu tugas dikumpul dan dikoreksi guru. | |
|--|---|---|--|

Student 5:

| No | Question | Answer | Conclusion |
|----|--|--|--|
| 1 | Apakah anda memiliki kesulitan saat mempelajari skill writing? | Iya, saya bingung ketika mulai menulis kalimat bahasa inggris karena saya tidak tahu apa yang harus di tulis dulu. | The student is still confused when they are going to write at the first paragraph because their lack of vocabularies. The teacher should vary the task and give feedback after given the task. |
| 2 | Apakah anda sudah pernah belajar mengenai writing recount paragraph sebelumnya? | Ya, saya pernah belajar | |
| 3 | Kesulitan apa yang sering ditemukan dalam belajar bahasa inggris terutama dalam writing recount paragraph, misalnya kesulitan dalam kosa kata, grammar atau dalam proses menulisnya? | Saya tidak menguasai grammar, maka dari itu susah untuk menulish recount paragraph | |
| 4 | Bagaimana anda belajar writing recount paragraph didalam kelas dengan guru bahasa inggris anda? | Guru saya tidak menggunakan cara yang menyenangkan jadi saya merasa bosan dan tidak tahu bagaimana saat saya | |

| | | | |
|---|--|--|--|
| | | menulis paragraf recount | |
| 5 | Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses belajar writing recount paragraph, dan apakah guru sering mengoreksi hasil latihan anda? | Jenis latihannya membuat paragraf tentang liburan. Dan guru mengoreksi hasil latihan kami. Tugas kami dikoreksi oleh guru tapi tidak dijelaskan lagi yang mana yang salah. Dan tidak memberikan masukan-masukan kepada kami. | |



Appendix 3

Students' writing score of eighth grade of SMPN 2 Sumberejo

VIII A

| No | Name | Score |
|----|----------------------------|-------|
| 1. | ADITTIYO PRADANA | 76 |
| 2 | ANGGITA PUTRI NURHALIZA | 78 |
| 3 | ANI LESTARI | 80 |
| 4 | ANNISA QUROTA A'YUNI | 80 |
| 5 | BAYU SETIAWAN | 80 |
| 6 | DAVA ANGGEWA | 78 |
| 7 | DINDA MAHARANI | 76 |
| 8 | DIRTA SYAHLA WENDARI | 76 |
| 9 | DWI ZULFA RIZANA | 79 |
| 10 | DZAKIA ABUJA KHANSA | 77 |
| 11 | EXSI YOLANOVA | 79 |
| 12 | GALANG SETIATAMA | 79 |
| 13 | INTAN OKTAVIA | 82 |
| 14 | IQBAL MAULANA | 82 |
| 15 | LILIS NUR FATMA | 84 |
| 16 | MAWAR AGUSTIN | 90 |
| 17 | MELIN AGISTA | 78 |
| 18 | MUHAMMAD ARIF WIRAYUDA | 79 |
| 19 | NABILA PUTRI PUSPITASARI | 75 |
| 20 | NABILLA AINI LAILA INANTHA | 75 |
| 21 | ODILLIA NADINE PABIYURI | 78 |
| 22 | PUTRI RAHMAWATI ALHAQ | 78 |
| 23 | RATNA INDAH WULANDARI | 85 |
| 24 | RIFKY ARDIAN | 76 |
| 25 | RIZQY ADITYA R | 77 |
| 26 | SEPTIYANI ISMAWATI | 77 |
| 27 | SOFI ANJANI | 77 |
| 28 | SURYA NINGSIH | 75 |
| 29 | THANLI YOUWANDA | 80 |
| 30 | VIONIA ENDAH KUSUMA PUTRI | 83 |
| 31 | VITA CATUR BERLIANA | 79 |
| 32 | ZULFIKAR ROSADI | 75 |

Source SMP Negeri 2 Sumberejo

VIII B

| No | Name | Score |
|----|-----------------------------|-------|
| 1. | ADELIA KHARISMA PUTRI | 70 |
| 2 | ADI HOPYAN | 50 |
| 3 | ADI SAPUTRA | 50 |
| 4 | AFI RAHMA DANINGTIYAS | 74 |
| 5 | AFIF ADZHAR ROMADHON | 66 |
| 6 | AGUNG NURYANTO | 70 |
| 7 | AINUN NUR ANISA | 75 |
| 8 | AJENG LARASATI | 75 |
| 9 | AMBROSIUS DEKY YOGA PRATAMA | 55 |
| 10 | AMIR BUDI SANTOSO | 30 |
| 11 | ANISA ZAKIATUN NUFUS | 75 |
| 12 | ASRI KUSTANTI | 30 |
| 13 | CHINTYA NUR FADILLA | 20 |
| 14 | CIKA HAERUN NISA | 80 |
| 15 | ELAN TRIO FERNANDO | 75 |
| 16 | FERI YUDIANSYAH | 55 |
| 17 | HAMDAN NAJIB AL-RIFKI | 55 |
| 18 | IKHSAN VIRDANA | 50 |
| 19 | INESVIA LAVIQNE | 75 |
| 20 | KHALIL GIBRAN ABDULLAH | 65 |
| 21 | MUHAMMAD DANDI PRATAMA | 55 |
| 22 | MUHAMMAD FIRNAL SAFRI | 40 |
| 23 | NADILA NANDA RESTA | 77 |
| 24 | NOVITA PUTRI WULANDARI | 40 |
| 25 | NURI UTAMI | 40 |
| 26 | OKY PRASTIYO | 74 |
| 27 | PRISKA RAHAYU NINGSIH | 40 |
| 28 | RENDRA ALFA MAHENDRA | 75 |
| 29 | RIZKY KAUSAR | 50 |
| 30 | SAGITA JULIANA | 74 |
| 31 | SHIFA ADELIA PUTRI | 50 |

Source SMP Negeri 2 Sumberejo

VIII C

| No | Name | Score |
|----|---------------------------|-------|
| 1. | ALI JORDAN | 34 |
| 2 | ANDIKA JULUNG | 34 |
| 3 | ARIFA ANNISA | 60 |
| 4 | ARIFKI DIAN PRATAMA | 40 |
| 5 | DANDI ANANGRO | 67 |
| 6 | DIKA MAULITA | 60 |
| 7 | DIMAS HERIYANSAH PUTRA | 76 |
| 8 | DINDA VIA ADISTI | 77 |
| 9 | DINO PRATAMA | 23 |
| 10 | DITO ARMANA PUTRA | 34 |
| 11 | FEBRIANSYAH | 45 |
| 12 | FERLYANTI EDSA PURNOMO | 45 |
| 13 | FIKI SURYA SAPUTRA | 80 |
| 14 | FRANSISCUS YOGA ADITAMA | 74 |
| 15 | GANIS SABELLA | 75 |
| 16 | HENDRA SAPUTRA | 55 |
| 17 | IKLIMAH NUR SHOLEHA | 70 |
| 18 | JULIAN GATOT PRINGGO DANI | 60 |
| 19 | LUSI DAMAYANTI | 75 |
| 20 | MILHAYUDI | 65 |
| 21 | MISTRIA | 80 |
| 22 | MUHAMMAD RUDI SALIM | 74 |
| 23 | NOVA ELIZA | 75 |
| 24 | RAFI AGIL ZASINDO | 75 |
| 25 | RAFI DAFA NUR ILHAM | 75 |
| 26 | RANGGA SETIAWAN | 67 |
| 27 | RENA ANTIKA | 75 |
| 28 | RIAN EFENDI | 55 |
| 29 | RIKO ANDRIAN | 76 |
| 30 | RIO ADI NUGROHO | 66 |
| 31 | SERLI PUSPITA SARI | 77 |
| 32 | SINTA PALUPI | 75 |
| 33 | TEGUH FERNANDA | 55 |
| 34 | YULINDA FRATIWI | 80 |

Source SMP Negeri 2 Sumberejo

VIII D

| No | Name | Score |
|----|-------------------------|-------|
| 1. | ADELIA SARI | 66 |
| 2 | ADELLIA SEPTIA WANDARI | 76 |
| 3 | AEP SAEPUDIN | 67 |
| 4 | AGUSTIAN ARNANDA | 78 |
| 5 | AHMAD DANDI PRADANA | 60 |
| 6 | ALBERTUS ANDAR DE PUTRA | 80 |
| 7 | ARI PURNAWAN | 70 |
| 8 | CHINDI BARETHA | 45 |
| 9 | DEBI APRILIANI | 67 |
| 10 | DITA NOVITA SARI | 80 |
| 11 | EDO PRANATA PUTRA | 33 |
| 12 | ELIYA FIRDAUZA | 77 |
| 13 | ELMAN JANISIUS HAREFA | 33 |
| 14 | HAKIM WIJAKSANA | 75 |
| 15 | HIJRI ABA'A | 20 |
| 16 | INTAN AGUSTIN | 76 |
| 17 | JONATHAN TRISNANDA | 54 |
| 18 | LINDA SIFA SOLIHAN | 76 |
| 19 | LOLA YUMITA | 56 |
| 20 | MELINDA ERMA YUNITA | 65 |
| 21 | NANANG ARISKI | 55 |
| 22 | OJI ALFAKIH | 66 |
| 23 | RIDHO HAZAR ANUGRAH | 77 |
| 24 | RIFKI ZULFA ZAKARIA | 76 |
| 25 | SAPUTRA MANGKU SABILA | 76 |
| 26 | SATRIA BIMA | 73 |
| 27 | SITI HARTINAH | 70 |
| 28 | SITI MUJIANAH | 60 |
| 29 | WIDYA SETIYA NINGSIH | 60 |
| 30 | WINDA SRILESTARI | 45 |

Source SMP Negeri 2 Sumberejo

VIII E

| No | Name | Score |
|----|----------------------------|-------|
| 1. | ADAM PURNOMO JATI | 75 |
| 2 | AGUNG SURYA DARMA | 50 |
| 3 | AJI NURBAYU | 50 |
| 4 | ALPANDA | 50 |
| 5 | ANDRIANSYAH | 45 |
| 6 | ARGA ANDRIANSYAH | 60 |
| 7 | ARNITA SARI | 55 |
| 8 | BAYU GUNTORO | 50 |
| 9 | DELLA AMANDA PUTRI | 60 |
| 10 | DEWA PRAYOGA | 40 |
| 11 | DILA AYUNDA WATI | 75 |
| 12 | EKO HERMAWAN | 66 |
| 13 | ENDRO SAPUTRO | 75 |
| 14 | FENI FERNIA | 67 |
| 15 | FIKI ILVANZA | 74 |
| 16 | FIRZA FRIGINSHA | 55 |
| 17 | FITRA RAFLI AZIZ | 74 |
| 18 | GALANG JULIAN | 74 |
| 19 | HAFIZ MIFTAHUL HUDA | 55 |
| 20 | ISTI QOMA | 80 |
| 21 | KHOVIVATUL LAELI MUNAWAROH | 55 |
| 22 | LINDA YATI | 74 |
| 23 | M. TOEGAR MAHINDRA | 55 |
| 24 | MEGI PAMUNGKAS | 66 |
| 25 | MIRANDA ANGGUN KAESARA | 74 |
| 26 | MONICA KURNIA TANJUNG | 60 |
| 27 | MUHAMMAD IBNU AZIZ | 75 |
| 28 | NANANG | 75 |
| 29 | NIDIA NING TIYAS | 66 |
| 30 | OGIS HIDAYAT | 75 |
| 31 | POPI SOLEHA | 40 |
| 32 | REYHAN AKBAR PANGESTU | 74 |
| 33 | RICHO RAHMATULAH | 55 |
| 34 | ROHMAH DEWI LESTARI | 75 |

Source SMP Negeri 2 Sumberejo

Appendix 4**INSTRUMENT FOR PRE- TEST**

Name :
Class :
Subject : English
Sub Matter : Writing
Time Allocation : 80 Minutes

Direction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually

Instruction:

1. write a recount paragraph containing minimally 70 words.
2. Write your paragraph in the past tense form.
3. write your paragraph by covered the generic structures of recount paragraph (orientation, events, re- orientation).
4. Please choose one of the topics below:
 - a. My holiday
 - b. Unforgettable Experience
 - c. My Terrible Experience

APPENDIX 5**INSTRUMENT FOR POST- TEST**

Name :
Class :
Subject : English
Sub Matter : Writing
Time Allocation : 80 Minutes

Direction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work Individually

Instruction:

1. write a recount paragraph containing minimally 70 words.
2. Write your paragraph in the past tense form.
3. write your paragraph by covered the generic structures of recount paragraph (orientation, events, re- orientation).
4. Please choose one of the topics below:
 - a. My holiday
 - b. Unforgettable Experience
 - c. My Terrible Experience

Appendix 6

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

| No | Question | Yes | No | Comment |
|----|---|-----|----|---------|
| 1 | Do the indicators in the test instrument have covered all aspects measured? | | | |
| 2 | Are the direction and the instruction of test instrument clear enough? | | | |
| 3 | Is the time allocation quite effective? | | | |
| 4 | Does the assesment rubric has covered all aspects and indicators measured? | | | |
| 5 | Is the assesment rubric quite understandable? | | | |

General comments :

Please give any general comment or suggestion you may have concerning this test development.

.....

Sumberejo Tanggamus, 2018
Validator

Desi Harianti, S.Pd

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---------------------|-----------------------|---------------------------------|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) | | | | | | | | |

Mengetahui;
Kepala Sekolah SMPN 2 Sumberejo

(Samsul Hilal, M.Pd)
NIP /NIK : 196807061999031008

Sumberejo, January 2018
Guru Mapel Bahasa Inggris,

(Desi Harianti, S.Pd)
NIP /NIK : 1974122920080420021



APPENDIX 8

RENCANA PELAKSANAAN PEMBELAJARAN 1 (Experimental Class)

| | |
|-----------------------|----------------------------------|
| Nama Sekolah | : SMPN 2 Sumberejo |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII (Delapan) / 2(dua) |
| Jenis Teks | : <i>Recount Text</i> |
| Skill | : Menulis/ <i>Writing</i> |
| Alokasi Waktu | : 2 x 40 Menit |
| Pertemuan | : 1 |
| Tema | : Holiday |

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk *recount*

- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text

recount text is used to retell story that happens in the past and it can be past experience.

2. Social function

Recount text has social function to give information or to entertain the reader or audience.

3. Generic Structure of the text:

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.
- c. Re-orientation : optional-closure of events.

4. Language features of recount text:

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*

- b. Using chronological connection : then, first, next, after that, first of all, etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in Madiun, approximately 6 hour trip by bus from our home in Malang.

On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. The next day, we walked around the town of Madiun until the sky got dark. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. At night, I went together with him to the center of the city of Madiun which had already been so crowded because a lot of people who also wanted to celebrate the New Year with his family. When the countdown arrived, the sky which was dark at once then became so colorfully decorated by fireworks. We prayed together and watched the fireworks lightening the sky that night.

Suddenly, the holiday passed quickly. The last New Year's holiday experience in the city of Malang was so impressive for me.

<http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat (terakhir)

F. Metode Pembelajaran/Teknik: Swell Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|---|---------------|
| 1. | Kegiatan Awal <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | 10 menit |
| 2. | Kegiatan Inti Eksplorasi: <ul style="list-style-type: none"> • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui • Guru memperkenalkan materi recount paragraph • Memberikan stimulus berupa pemberian contoh yang terkait dengan pengalaman pribadi seperti holiday • Mendiskusikan materi bersama • Guru kemudian bertanya tentang pengalaman siswa tentang holiday • Memperkenalkan prosedur swell method dengan memberi contoh dan menuliskan di white board. | 65 menit |

| | | |
|--|---|--|
| | <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa 2 orang menjadi 1 kelompok yaitu siswa pertama sebagai <i>helper</i> dan siswa ke dua sebagai <i>writer</i> • Memberikan sebuah topic tentang holiday. • Meminta siswa untuk menggali ide ide untuk menceritakan pengalaman pribadi mereka. Siswa (<i>helper</i>) memberi pertanyaan dimulai dengan WH-Question dan siswa (<i>writer</i>) menjawab secara verbal pertanyaan yang diberikan oleh <i>helper</i>. • Memberi kesempatan untuk berfikir, kemudian siswa (<i>writer</i>) memulai membuat draft dari ide-ide yang sudah dibuat dibantu oleh <i>helper</i>. • Siswa (<i>writer</i>) membacakan kepada <i>helper</i> draft yang sudah dibuat, jika kata yang dibaca oleh <i>writer</i> salah siswa sebagai <i>helper</i> memberi bantuan dengan membenarkan bacaan. • Setelah draft pertama selesai <i>writer</i> dan <i>helper</i> berdiskusi tentang hal apa yang harus di perbaiki dalam penulisan paragraph tersebut. • <i>Writer</i> mengedit draft berdasarkan saran dari <i>helper</i> dengan melakukan pengembangan untuk kemudian dijadikan hasil akhir. <i>Writer</i> dan <i>helper</i> mengecek kembali kalimat yang sudah mereka buat dengan menggunakan kamus dan 5 kriteria dalam <i>swell method</i>, yaitu: 1. meaning (apakah <i>helper</i> memahami apa yang ingin <i>writer</i> tulis dalam paragraph tersebut?) 2. order (apakah paragraph tersebut sudah berurutan awalan, tengah, dan akhirnya?) 3. <i>syle</i> | |
|--|---|--|

| | | |
|--|--|--|
| | <p>(apakah kata-kata dan kalimatnya sudah benar?) 4. apakah ejaan dan kata-kata dalam paragraph sudah benar?) 5.apakah pemberian tanda baca dalam paragraf tersebut sudah benar?)</p> <ul style="list-style-type: none"> • The helper dan writer mendiskusikan dan menyetujui bersama “best corection” • Writer menulis ulang “best version” dari koreksi draft dan mengumpulkan kepada guru. Hal utama dalam langkah best copy adalah kualitas dari pemikiran dalam komunikasi antara keduanya dalam proses menulis. Karena best copy mewakili hasil keduanya. Kedua siswa harus melampirkan nama ke duanya. • Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan • Di final step guru memberikan observasi dan mengoreksi paragraf yang telah writer dan helper kumpulkan berdasarkan grammar atau memberikan feedback berdasarkan kriteria dalam pemulisan recount dan juga kriteria dalam swell method. • Helper dan writer meninjau kembali feedback yang telah guru sampaikan kepada mereka. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount paragraph yang belum mereka pahami. • Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan. | |
|--|--|--|

| | | |
|---|---|---------|
| 3 | Kegiatan akhir <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 5 menit |
|---|---|---------|

H. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

I. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

J. Rubrik penilaian

Aspek Penilaian Writing :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Sumberejo, January 2018

Guru Bidang Studi

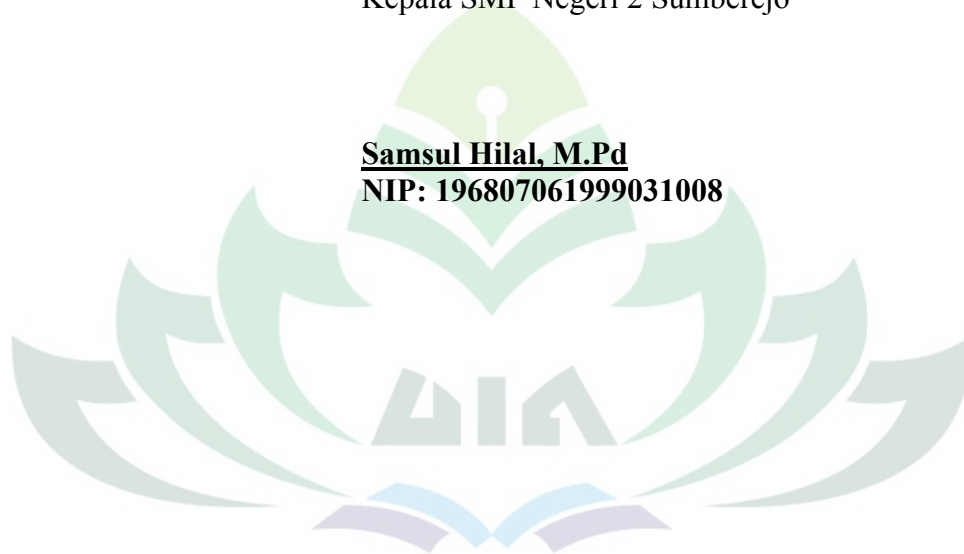
Mahasiswa,

DESI HARIANTI, S.Pd
NIP:1974122920080420021

INDAH KHOIRIYAH
NPM: 1311040032

Mengetahui,
Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd
NIP: 196807061999031008



RENCANA PELAKSANAAN PEMBELAJARAN 2

(Experimental Class)

Nama Sekolah : SMPN 2 Sumberejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2(dua)
Jenis Teks : *Recount Text*
Skill : Menulis/ *Writing*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 2
Tema : Unforgettable Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk *recount*
- Menulis paragraph *recount* dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 - a. Orientation : provides the setting and introduces participants.
 - b. Events : tell what happened, in what sequence.
 - c. Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Unforgettable Experience

Today was a really hot day. After I had my lunch, I went to the town square to watch a local singing contest. I went there alone.

Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly I found myself behind a young boy. I was really sure that he was my classmate Doni. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I couldn't say a word. That moment was just embarrassing.

http://abidtinfaiz.blogspot.com/2015/09/contoh-recount-text-bahasa-inggris_32.html

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat (terakhir)

F. Metode Pembelajaran/Teknik: Swell Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|--|---------------|
| 1. | Kegiatan Awal <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | 10 menit |
| 2. | Kegiatan Inti | 65 menit |

| | | |
|--|---|--|
| | <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui • Guru memperkenalkan materi <i>recount paragraph</i> • Memberikan stimulus berupa pemberian contoh yang terkait dengan pengalaman pribadi seperti <i>unforgettable experience</i> • Mendiskusikan materi bersama • Guru kemudian bertanya tentang pengalaman siswa tentang pengalaman pribadi mereka yang tidak bisa dilupakan. • Memperkenalkan prosedur <i>swell method</i> dengan memberi contoh dan menuliskan di <i>white board</i>. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa 2 orang menjadi 1 kelompok yaitu siswa pertama sebagai <i>helper</i> dan siswa ke dua sebagai <i>writer</i> • Memberikan sebuah topic tentang <i>unforgettable experience</i>. • Meminta siswa untuk menggali ide ide untuk menceritakan pengalaman pribadi mereka. Siswa (<i>helper</i>) memberi pertanyaan dimulai dengan <i>WH-Question</i> dan siswa (<i>writer</i>) menjawab secara verbal pertanyaan yang diberikan oleh <i>helper</i>. • Memberi kesempatan untuk berfikir, kemudian siswa (<i>writer</i>) memulai membuat draft dari ide-ide yang sudah dibuat dibantu oleh <i>helper</i>. • Siswa (<i>writer</i>) membacakan kepada <i>helper</i> draft yang | |
|--|---|--|

| | | |
|--|---|--|
| | <p>sudah dibuat, jika kata yang dibaca oleh writer salah siswa sebagai helper memberi bantuan dengan membenarkan bacaan.</p> <ul style="list-style-type: none"> • Setelah draft pertama selesai writer dan helper berdiskusi tentang hal apa yang harus di perbaiki dalam penulisan paragraph tersebut. • Writer mengedit draft berdasarkan saran dari helper dengan melakukan pengembangan untuk kemudian dijadikan hasil akhir. Writer dan helper mengecek kembali kalimat yang sudah mereka buat dengan menggunakan kamus dan 5 kriteria dalam swell method, yaitu: 1. meaning (apakah helper memahami apa yang ingin writer tulis dalam paragraph tersebut?) 2. order (apakah paragraph tersebut sudah berurutan awalan, tengah, dan akhirnya?) 3. syle (apakah kata-kata dan kalimatnya sudah benar?) 4. apakah ejaan dan kata-kata dalam paragraph sudah benar?) 5.apakah pemberian tanda baca dalam paragraf tersebut sudah benar?) • The helper dan writer mendiskusikan dan menyetujui bersama “best corection” • Writer menulis ulang “best version” dari koreksi draft dan mengumpulkan kepada guru. Hal utama dalam langkah best copy adalah kualitas dari pemikiran dalam komunikasi antara keduanya dalam proses menulis. Karena best copy mewakili hasil keduanya. Kedua siswa harus melampirkan nama ke duanya. • Guru mengontrol aktifitas siswa dan membantu | |
|--|---|--|

| | | |
|---|--|---------|
| | <p>mereka jika dibutuhkan</p> <ul style="list-style-type: none"> • Di final step guru memberikan observasi dan mengoreksi paragraf yang telah writer dan helper kumpulkan berdasarkan grammar atau memberikan feedback berdasarkan kriteria dalam pemulisan recount dan juga kriteria dalam swell method. • Helper dan writer meninjau kembali feedback yang telah guru sampaikan kepada mereka. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount paragraph yang belum mereka pahami. <p>Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan.</p> | |
| 3 | <p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 5 menit |

I. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, board marker, dictionary

J. Penilaian

1. Teknik : Tulis

2. Bentuk : Esei

3. Instrument : Terlampir

K. Rubrik penilaian*Aspek Penilaian Writing* :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Sumberejo, January 2018

Guru Bidang Studi

Mahasiswa,

Desi Harianti, S.Pd
NIP:1974122920080420021

Indah Khoiriyah
NPM: 1311040032

Mengetahui,
 Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd
NIP: 196807061999031008

RENCANA PELAKSANAAN PEMBELAJARAN 3 (Experimental Class)

Nama Sekolah : SMPN 2 Sumberejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2(dua)
Jenis Teks : *Recount Text*
Skill : Menulis/ *Writing*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 3
Tema : **Terrible Experience**

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 Orientation : provides the setting and introduces participants.
 Events : tell what happened, in what sequence.
 Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Terrible Experience

The Broken Leg

One day, I played basket ball with my friends in my school basketball hall. It was rainy season.

It was cloudy at that time. Before we played basket ball, we had been given some instructions by our coach. After that I and my friends had to do warming-up. Our coach asked us to run around the basketball court. While we were running, the rain fell. The coach then asked us to stop running. Not long after that, the rain stopped. I and my friends started to play a game. The coach warned us to be careful, because the court was so slippery.

The game started with jump ball. Jumping strongly, I got the ball so I ran and dribble the ball to the basket energetically. When I tried to throw the ball, I was slipped and “BRAKKK”. I fell down suddenly. Unluckily, I broke one of my legs. My friends then brought me to a hospital. I had to have bed rest for quite a long time. But everything grew so much better when I noticed that all of my friends in our basketball team always supported me and accompanied me to train my broken leg.

<http://www.berbahasainggris.com/2017/01/6-contoh-recount-text-pengalaman-pribadi-artinya.html>

analisa:

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: Swell Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|-----------------------|---------------|
| 1. | Kegiatan Awal | 10 menit |

| | | |
|----|---|----------|
| | <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | |
| 2. | <p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui • Guru memperkenalkan materi <i>recount paragraph</i> • Memberikan stimulus berupa pemberian contoh yang terkait dengan pengalaman pribadi seperti <i>terrible experience</i> • Mendiskusikan materi bersama • Guru kemudian bertanya tentang pengalaman siswa tentang pengalaman pribadi mereka yang tidak menyenangkan. • Memperkenalkan prosedur <i>swell method</i> dengan memberi contoh dan menuliskan di <i>white board</i>. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa 2 orang menjadi 1 kelompok yaitu siswa pertama sebagai <i>helper</i> dan siswa ke dua sebagai <i>writer</i> • Memberikan sebuah topik tentang <i>unfortable experience</i>. • Meminta siswa untuk menggali ide ide untuk | 65 menit |

| | | |
|--|---|--|
| | <p>menceritakan pengalaman pribadi mereka. Siswa (helper) memberi pertanyaan dimulai dengan WH-Question dan siswa (writer) menjawab secara verbal pertanyaan yang diberikan oleh helper.</p> <ul style="list-style-type: none"> • Memberi kesempatan untuk berfikir, kemudian siswa (writer) memulai membuat draft dari ide-ide yang sudah dibuat dibantu oleh helper. • Siswa (writer) membacakan kepada helper draft yang sudah dibuat, jika kata yang dibaca oleh writer salah siswa sebagai helper memberi bantuan dengan membenarkan bacaan. • Setelah draft pertama selesai writer dan helper berdiskusi tentang hal apa yang harus di perbaiki dalam penulisan paragraph tersebut. • Writer mengedit draft berdasarkan saran dari helper dengan melakukan pengembangan untuk kemudian dijadikan hasil akhir. Writer dan helper mengecek kembali kalimat yang sudah mereka buat dengan menggunakan kamus dan 5 kriteria dalam swell method, yaitu: 1. meaning (apakah helper memahami apa yang ingin writer tulis dalam paragraph tersebut?) 2. order (apakah paragraph tersebut sudah berurutan awalan, tengah, dan akhirnya?) 3. syle (apakah kata-kata dan kalimatnya sudah benar?) 4. apakah ejaan dan kata-kata dalam paragraph sudah benar?) 5.apakah pemberian tanda baca dalam paragraf tersebut sudah benar?) • The helper dan writer mendiskusikan dan menyetujui bersama “best corection” | |
|--|---|--|

| | | |
|---|--|---------|
| | <ul style="list-style-type: none"> • Writer menulis ulang “best version” dari koreksi draft dan mengumpulkan kepada guru. Hal utama dalam langkah best copy adalah kualitas dari pemikiran dalam komunikasi antara keduanya dalam proses menulis. Karena best copy mewakili hasil keduanya. Kedua siswa harus melampirkan nama keduanya. • Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan • Di final step guru memberikan observasi dan mengoreksi paragraf yang telah writer dan helper kumpulkan berdasarkan grammar atau memberikan feedback berdasarkan kriteria dalam pemulisan recount dan juga kriteria dalam swell method. • Helper dan writer meninjau kembali feedback yang telah guru sampaikan kepada mereka. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount paragraph yang belum mereka pahami. • Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan. | |
| 3 | <p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 5 menit |

J. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

4. Penilaian

1. Teknik : Tulis

2. Bentuk : Esei

3. Instrument : Terlampir

L. Rubrik penilaian

Aspek Penilaian Writing :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Guru Bidang Studi

Sumberejo, January 2018

Mahasiswa,

DESI HARIANTI, S.Pd

NIP:1974122920080420021

INDAH KHOIRIYAH

NPM: 1311040032

Mengetahui,
Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd

NIP: 196807061999031008

RENCANA PELAKSANAAN PEMBELAJARAN 1

(Control Class)

Nama Sekolah : SMPN 2 Sumberejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2(dua)
Jenis Teks : *Recount Text*
Skill : Menulis/ *Writing*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 1
Tema : Holiday

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount

- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text

recount text is used to retell story that happens in the past and it can be past experience.

2. Social function

Recount text has social function to give information or to entertain the reader or audience.

3. Generic Structure of the text:

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.
- c. Re-orientation : optional-closure of events.

4. Language features of recount text:

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*

- b. Using chronological connection : then, first, next, after that, first of all, etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in Madiun, approximately 6 hour trip by bus from our home in Malang.

On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. The next day, we walked around the town of Madiun until the sky got dark. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. At night, I went together with him to the center of the city of Madiun which had already been so crowded because a lot of people who also wanted to celebrate the New Year with his family. When the countdown arrived, the sky which was dark at once then became so colorfully decorated by fireworks. We prayed together and watched the fireworks lightening the sky that night.

Suddenly, the holiday passed quickly. The last New Year's holiday experience in the city of Malang was so impressive for me.

<http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat (terakhir)

F. Metode Pembelajaran/Teknik: Grammar Translation Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|---|---------------|
| 1. | Kegiatan Awal <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | 10 menit |
| 2. | Kegiatan Inti Eksplorasi: <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui Elaborasi: <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount paragraph</i>, dan memberikan contoh tentang holiday • Menyuruh siswa untuk mengartikan <i>paragraph recount</i> kedalam bahasa indonesia | 65 menit |

| | | |
|---|---|---------|
| | <ul style="list-style-type: none"> • Menyuruh siswanya untuk mengidentifikasi, tenses dan generic structure yang digunakan dalam recount paragraph. • Menyuruh siswa nya membuat sebuah paragraf dengan memperhatikan generic structure dan grammatical features. • Memimbing siswa nya di dalam membuat sebuah draft essay di dalam teks recount. • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis paragraf recount. • Menyuruh siswa untuk menghafalkan kosa kata yang sulit • Menyuruh siswanya untuk mengumpulkan hasil yang mereka kerjakan. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam paragraf tersebut. • Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa | |
| 3 | <p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 5 menit |

H. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

I. Penilaian

1. **Teknik** : Tulis
2. **Bentuk** : Esei
3. **Instrument** : Terlampir

J. Rubrik penilaian

Aspek Penilaian Writing :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Guru Bidang Studi

Sumberejo, January 2018

Mahasiswa,

Desi Harianti, S.Pd
NIP:1974122920080420021

Indah Khoirivah
NPM: 1311040032

Mengetahui,
 Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd
NIP: 196807061999031008

RENCANA PELAKSANAAN PEMBELAJARAN 2

(Control Class)

Nama Sekolah : SMPN 2 Sumberejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2(dua)
Jenis Teks : *Recount Text*
Skill : Menulis/ *Writing*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 2
Tema : Unforgettable Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk *recount*
- Menulis paragraph *recount* dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 - a. Orientation : provides the setting and introduces participants.
 - b. Events : tell what happened, in what sequence.
 - c. Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Unforgettable Experience

Today was a really hot day. After I had my lunch, I went to the town square to watch a local singing contest. I went there alone.

Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly I found myself behind a young boy. I was really sure that he was my classmate Doni. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I couldn't say a word. That moment was just embarrassing.

http://abidtinfaiz.blogspot.com/2015/09/contoh-recount-text-bahasa-inggris_32.html

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat (terakhir)

F. Metode Pembelajaran/Teknik: Grammar Translation Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|--|---------------|
| 1. | Kegiatan Awal <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | 10 menit |

| | | |
|----|--|----------|
| 2. | <p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount paragraph</i>, dan memberikan contoh tentang <i>unforgettable experience</i> • Menyuruh siswa untuk mengartikan <i>paragraph</i> <i>recount</i> kedalam bahasa indonesia • Menyuruh siswanya untuk mengidentifikasi, <i>tenses</i> dan <i>generic structure</i> yang digunakan dalam <i>recount paragraph</i>. • Menyuruh siswa nya membuat sebuah paragraf dengan memperhatikan <i>generic structure</i> dan <i>grammatical features</i>. • Memimbing siswa nya di dalam membuat sebuah <i>draft essay</i> di dalam teks <i>recount</i>. | 65 menit |
|----|--|----------|

| | | |
|---|--|----------|
| | <ul style="list-style-type: none"> • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis paragraf recount. • Menyuruh siswa untuk menghafalkan kosa kata yang sulit • Menyuruh siswanya untuk mengumpulkan hasil yang mereka kerjakan. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam paragraf tersebut. <p>Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa</p> | |
| 3 | <p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 10 menit |

I. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, board marker, dictionary

J. Penilaian

1. **Teknik** : Tulis
2. **Bentuk** : Esei
3. **Instrument** : Terlampir

K. Rubrik penilaian

Aspek Penilaian Writing :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Guru Bidang Studi

Sumberejo, January 2018

Mahasiswa,

Desi Harianti, S.Pd
NIP:1974122920080420021

Indah Khoirivah
NPM: 1311040032

Mengetahui,
 Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd
NIP: 196807061999031008

RENCANA PELAKSANAAN PEMBELAJARAN 3 (Control Class)

Nama Sekolah : SMPN 2 Sumberejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2(dua)
Jenis Teks : *Recount Text*
Skill : Menulis/ *Writing*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 3
Tema : My Terrible Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk *recount*
- Menulis paragraph *recount* dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis paragraph berbentuk recount
2. Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 Orientation : provides the setting and introduces participants.
 Events : tell what happened, in what sequence.
 Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

The Broken Leg

One day, I played basket ball with my friends in my school basketball hall. It was rainy season.

It was cloudy at that time. Before we played basket ball, we had been given some instructions by our coach. After that I and my friends had to do warming-up. Our coach asked us to run around the basketball court. While we were running, the rain fell. The coach then asked us to stop running. Not long after that, the rain stopped. I and my friends started to play a game. The coach warned us to be careful, because the court was so slippery.

The game started with jump ball. Jumping strongly, I got the ball so I ran and dribble the ball to the basket energetically. When I tried to throw the ball, I was slipped and “BRAKKK”. I fell down suddenly. Unluckily, I broke one of my legs. My friends then brought me to a hospital. I had to have bed rest for quite a long time. But everything grew so much better when I noticed that all of my friends in our basketball team always supported me and accompanied me to train my broken leg.

<http://www.berbahasainggris.com/2017/01/6-contoh-recount-text-pengalaman-pribadi-artinya.html>

analisa:

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: Grammar Translation Method

G. Langkah-langkah Kegiatan

| No | Kegiatan Pembelajaran | Alokasi Waktu |
|----|---|---------------|
| 1. | Kegiatan Awal <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari | 10 menit |
| 2. | Kegiatan Inti Eksplorasi: <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount paragraph</i> berdasarkan apa yang telah mereka ketahui Elaborasi: <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount paragraph</i>, dan memberikan contoh tentang <i>unforgettable experience</i> • Menyuruh siswa untuk mengartikan <i>paragraph recount</i> kedalam bahasa Indonesia • Menyuruh siswanya untuk mengidentifikasi, tense dan generic structure yang digunakan dalam <i>recount paragraph</i>. • Menyuruh siswa nya membuat sebuah paragraf | 65 menit |

| | | |
|---|--|---------|
| | <p>dengan memperhatikan generic structure dan grammatical features.</p> <ul style="list-style-type: none"> • Memimbing siswa nya di dalam membuat sebuah draft essay di dalam teks recount. • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis paragraf recount. • Menyuruh siswa untuk menghafalkan kosa kata yang sulit • Menyuruh siswanya untuk mengumpulkan hasil yang mereka kerjakan. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam paragraf tersebut. <p>Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa</p> | |
| 3 | <p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam | 5 menit |

J. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

4. Penilaian

1. Teknik : Tulis

2. **Bentuk** : Esei
 3. **Instrument** : Terlampir

L. Rubrik penilaian

Aspek Penilaian Writing :

| No | Aspect | Score |
|----|--------------|-------|
| 1 | Content | 0-20 |
| 2 | Organization | 0-20 |
| 3 | Vocabulary | 0-20 |
| 4 | Language | 0-30 |
| 5 | Mechanics | 0-10 |

Guru Bidang Studi

Sumberejo, Januari 2018
 Mahasiswa,

Desi Harianti, S.Pd
NIP:1974122920080420021

Indah Khoiriyah
NPM: 1311040032

Mengetahui,
 Kepala SMP Negeri 2 Sumberejo

Samsul Hilal, M.Pd
NIP: 196807061999031008



Appendix 10

READABILITY OF THE WRITING SHEET

Name :

Class :

Based on the instrument essay writing test, please answer the following questions.

| No | Question | Yes | No | Scale (1-10)* | Comment |
|----|---|-----|----|------------------|---------|
| 1 | Apakah anda paham dengan petunjuk (Direction) No.1? | | | | |
| 2 | Apakah anda paham dengan petunjuk (Direction) No.2? | | | | |
| 3 | Apakah anda paham dengan petunjuk (Direction) No.3? | | | | |
| 4 | Apakah anda paham dengan petunjuk (Direction) No.4? | | | | |
| 5 | Apakah anda paham dengan perintah (Instruction) No.1? | | | | |
| 6 | Apakah anda paham dengan perintah (Instruction) No.2? | | | | |
| 7 | Apakah anda paham dengan perintah (Instruction) No.3? | | | | |

***Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti dan skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti.**

Appendix 11

The Result of Readability Test

| No | Students's Name | Questions and Scale | | | | | | | Total | Mean |
|------------|-----------------|---------------------|---|---|---|---|---|---|-------|-----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 1 | Students 1 | 1 | 3 | 2 | 2 | 3 | 4 | 1 | 16 | 2,2857143 |
| 2 | Students 2 | 3 | 2 | 2 | 2 | 2 | 3 | 4 | 18 | 2,5714286 |
| 3 | Students 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 17 | 2,4285714 |
| 4 | Students 4 | 2 | 3 | 2 | 1 | 5 | 3 | 3 | 19 | 2,7142857 |
| 5 | Students 5 | 2 | 2 | 3 | 4 | 3 | 2 | 1 | 17 | 2,4285714 |
| 6 | Students 6 | 1 | 3 | 2 | 1 | 2 | 3 | 3 | 15 | 2,1428571 |
| 7 | Students 7 | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 20 | 2,8571429 |
| 8 | Students 8 | 2 | 3 | 3 | 2 | 3 | 2 | 4 | 19 | 2,7142857 |
| 9 | Students 9 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 20 | 2,8571429 |
| 10 | Students 10 | 2 | 3 | 3 | 2 | 2 | 5 | 1 | 18 | 2,5714286 |
| 11 | Students 11 | 3 | 2 | 4 | 3 | 4 | 5 | 3 | 24 | 3,4285714 |
| 12 | Students 12 | 2 | 4 | 4 | 4 | 3 | 2 | 1 | 20 | 2,8571429 |
| 13 | Students 13 | 2 | 2 | 5 | 1 | 2 | 3 | 2 | 17 | 2,4285714 |
| 14 | Students 14 | 2 | 3 | 4 | 5 | 2 | 6 | 3 | 25 | 3,5714286 |
| 15 | Students 15 | 2 | 4 | 2 | 4 | 4 | 3 | 3 | 22 | 3,1428571 |
| 16 | Students 16 | 2 | 3 | 2 | 2 | 5 | 5 | 3 | 22 | 3,1428571 |
| 17 | Students 17 | 2 | 2 | 3 | 2 | 3 | 4 | 4 | 20 | 2,8571429 |
| 18 | Students 18 | 3 | 3 | 5 | 3 | 5 | 6 | 3 | 28 | 4 |
| 19 | Students 19 | 2 | 4 | 2 | 2 | 3 | 6 | 1 | 20 | 2,8571429 |
| 20 | Students 20 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 16 | 2,2857143 |
| 21 | Students 21 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 18 | 2,5714286 |
| 22 | Students 22 | 1 | 3 | 3 | 4 | 2 | 2 | 2 | 17 | 2,4285714 |
| 23 | Students 23 | 2 | 4 | 3 | 6 | 4 | 4 | 3 | 26 | 3,7142857 |
| 24 | Students 24 | 2 | 3 | 3 | 4 | 2 | 5 | 1 | 20 | 2,8571429 |
| 25 | Students 25 | 2 | 3 | 2 | 2 | 2 | 4 | 1 | 16 | 2,2857143 |
| 26 | Students 26 | 2 | 2 | 3 | 2 | 5 | 3 | 3 | 20 | 2,8571429 |
| 27 | Students 27 | 2 | 3 | 2 | 2 | 4 | 3 | 6 | 22 | 3,1428571 |
| 28 | Students 28 | 3 | 2 | 3 | 2 | 3 | 2 | 5 | 20 | 2,8571429 |
| 29 | Students 29 | 2 | 4 | 2 | 2 | 2 | 4 | 1 | 17 | 2,4285714 |
| 30 | Students 30 | 2 | 3 | 2 | 2 | 4 | 5 | 3 | 21 | 3 |
| 31 | Students 31 | 2 | 3 | 2 | 3 | 6 | 3 | 2 | 21 | 3 |
| 32 | Students 32 | 2 | 3 | 3 | 2 | 3 | 4 | 4 | 21 | 3 |
| Total Mean | | | | | | | | | | 90,285714 |
| Mean | | | | | | | | | | 2,8214286 |

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4,46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above is 2,82 (lower than 4,46), it means that the instrument is readable.



Appendix 12

List of Sample of the Research

| Experimental Class | | |
|---------------------------|-----------------------------|-------------|
| No | Name | Code |
| 1. | Adelia Kharisma Putri | B-1 |
| 2 | Adi Hopyan | B-2 |
| 3 | Adi Saputra | B-3 |
| 4 | Afi Rahma Daningtiyas | B-4 |
| 5 | Afif Adzhar Romadhon | B-5 |
| 6 | Agung Nuryanto | B-6 |
| 7 | Ainun Nur Anisa | B-7 |
| 8 | Ajeng Larasati | B-8 |
| 9 | Ambrosius Deky Yoga Pratama | B-9 |
| 10 | Amir Budi Santoso | B-10 |
| 11 | Anisa Zakiatun Nufus | B-11 |
| 12 | Asri Kustanti | B-12 |
| 13 | Chintya Nur Fadilla | B-13 |
| 14 | Cika Haerun Nisa | B-14 |
| 15 | Elan Trio Fernando | B-15 |
| 16 | Feri Yudiansyah | B-16 |
| 17 | Hamdan Najib Al-Rifki | B-17 |
| 18 | Ikhsan Virdana | B-18 |
| 19 | Inesvia Lavigne | B-19 |
| 20 | Khalil Gibran Abdullah | B-20 |
| 21 | Muhammad Dandi Pratama | B-21 |
| 22 | Muhammad Firnal Safri | B-22 |
| 23 | Nadila Nanda Resta | B-23 |
| 24 | Novita Putri Wulandari | B-24 |
| 25 | Nuri Utami | B-25 |
| 26 | Okky Prastiyo | B-25 |
| 27 | Priska Rahayu Ningsih | B-27 |
| 28 | Rendra Alfa Mahendra | B-28 |
| 29 | Rizky Kausar | B-29 |
| 30 | Sagita Juliana | B-30 |
| 31 | Shifa Adelia Putri | B-31 |

| Control Class | | |
|----------------------|-------------------------|-------------|
| No | Name | Code |
| 1. | Adelia Sari | D-1 |
| 2 | Adellia Septia Wandari | D-2 |
| 3 | Aep Saepudin | D-3 |
| 4 | Agustian Arnanda | D-4 |
| 5 | Ahmad Dandi Pradana | D-5 |
| 6 | Albertus Andar De Putra | D-6 |
| 7 | Ari Purnawan | D-7 |
| 8 | Chindi Baretha | D-8 |
| 9 | Debi Aprilianti | D-9 |
| 10 | Dita Novita Sari | D-10 |
| 11 | Edo Pranata Putra | D-11 |
| 12 | Eliya Firdauza | D-12 |
| 13 | Elman Janisius Harefa | D-13 |
| 14 | Hakim Wijaksana | D-14 |
| 15 | Hijri Aba'a | D-15 |
| 16 | Intan Agustin | D-16 |
| 17 | Jonathan Trisnanda | D-17 |
| 18 | Linda Sifa Solihah | D-18 |
| 19 | Lola Yumita | D-19 |
| 20 | Melinda Erma Yunita | D-20 |
| 21 | Nanang Ariski | D-21 |
| 22 | Oji Alfakih | D-22 |
| 23 | Ridho Hazar Anugrah | D-23 |
| 24 | Rifki Zulfa Zakaria | D-24 |
| 25 | Saputra Mangku Sabila | D-25 |
| 26 | Satria Bima | D-26 |
| 27 | Siti Hartinah | D-27 |
| 28 | Siti Mujianah | D-28 |
| 29 | Widya Setiya Ningsih | D-29 |
| 30 | Winda Srilestari | D-30 |

Appendix 13

Students' Score Pre-test and Post-test in Experimental Class and Control Class

| No. | Code | Pre-test Score X_1 | Code | Post-test Score X_2 | No. | Code | Pre-test Score Y_1 | Code | Post-test Score Y_2 |
|---------------|------|-------------------------|---------------|--------------------------|---------------|------|-------------------------|---------------|--------------------------|
| 1 | B-25 | 44,5 | B-20 | 63 | 1 | D-20 | 49,5 | D-18 | 60 |
| 2 | B-22 | 51,5 | B-22 | 66 | 2 | D-25 | 50 | D-25 | 60,5 |
| 3 | B-2 | 53,5 | B-4 | 67,5 | 3 | D-19 | 51,5 | D-20 | 61,5 |
| 4 | B-13 | 53,5 | B-9 | 67,5 | 4 | D-15 | 53,5 | D-15 | 63,5 |
| 5 | B-17 | 54 | B-3 | 68 | 5 | D-22 | 55 | D-22 | 67 |
| 6 | B-20 | 54 | B-7 | 68,5 | 6 | D-24 | 56,5 | D-13 | 67,5 |
| 7 | B-1 | 54,5 | B-18 | 68,5 | 7 | D-13 | 58,5 | D-2 | 68 |
| 8 | B-9 | 54,5 | B-25 | 69,5 | 8 | D-6 | 59,5 | D-3 | 68 |
| 9 | B-30 | 55 | B-30 | 69,5 | 9 | D-17 | 59,5 | D-11 | 68 |
| 10 | B-18 | 57 | B-15 | 70 | 10 | D-9 | 60 | D-6 | 69 |
| 11 | B-4 | 58,5 | B-17 | 70,5 | 11 | D-3 | 61 | D-17 | 69 |
| 12 | B-7 | 59 | B-14 | 70,5 | 12 | D-28 | 61 | D-1 | 69,5 |
| 13 | B-6 | 59,5 | B-28 | 71 | 13 | D-7 | 61,5 | D-24 | 69,5 |
| 14 | B-15 | 59,5 | B-27 | 72 | 14 | D-30 | 61,5 | D-9 | 70,5 |
| 15 | B-24 | 59,5 | B-2 | 72,5 | 15 | D-2 | 62 | D-21 | 70,5 |
| 16 | B-28 | 60 | B-21 | 72,5 | 16 | D-4 | 63 | D-19 | 71 |
| 17 | B-27 | 60,5 | B-26 | 72,5 | 17 | D-1 | 64 | D-4 | 71,5 |
| 18 | B-31 | 60,5 | B-1 | 74 | 18 | D-11 | 64 | D-5 | 72 |
| 19 | B-16 | 61,5 | B-13 | 74 | 19 | D-16 | 68 | D-7 | 72 |
| 20 | B-26 | 61,5 | B-6 | 74,5 | 20 | D-18 | 68 | D-14 | 73 |
| 21 | B-3 | 63 | B-16 | 74,5 | 21 | D-21 | 68 | D-30 | 73,5 |
| 22 | B-12 | 63 | B-11 | 75 | 22 | D-29 | 68,5 | D-8 | 74 |
| 23 | B-21 | 63,5 | B-24 | 76 | 23 | D-12 | 69 | D-10 | 74 |
| 24 | B-23 | 64 | B-29 | 76 | 24 | D-10 | 69,5 | D-29 | 74 |
| 25 | B-11 | 65 | B-31 | 78,5 | 25 | D-5 | 70 | D-26 | 75 |
| 26 | B-29 | 67,5 | B-12 | 79 | 26 | D-8 | 70 | D-28 | 75 |
| 27 | B-8 | 69,5 | B-5 | 82 | 27 | D-27 | 70 | D-12 | 75,5 |
| 28 | B-19 | 70 | B-19 | 84 | 28 | D-14 | 70,5 | D-23 | 75,5 |
| 29 | B-10 | 70 | B-8 | 84 | 29 | D-23 | 72 | D-16 | 76 |
| 30 | B-14 | 70,5 | B-23 | 84,5 | 30 | D-26 | 76 | O-27 | 76 |
| 31 | B-5 | 71 | B-10 | 85 | Total | | 1891 | Total | 2110 |
| Total | | 1869 | Total | 2280,5 | Mean | | 63,03 | Mean | 70,33 |
| Mean | | 60,29 | Mean | 73,56 | Median | | 62,5 | Median | 70,75 |
| Median | | 60 | Median | 72,5 | Modus | | 68 | Modus | 68 |
| Modus | | 59,5 | Modus | 72,5 | Max | | 76 | Max | 76 |
| Max | | 71 | Max | 85 | Min | | 49,5 | Min | 60 |
| Min | | 44,5 | Min | 63 | | | | | |

Appendix 14

| Score Pre-test Experimental Class | | | | | | | | | | | | | | |
|-----------------------------------|------|------------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| No | Code | Content | | Organization | | Vocabulary | | Language | | Mechanics | | Total R1 | Total R2 | Avarage |
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | | | |
| 1 | B-1 | 11 | 14 | 11 | 13 | 12 | 11 | 11 | 16 | 5 | 5 | 50 | 59 | 54,5 |
| 2 | B-2 | 11 | 12 | 10 | 13 | 12 | 12 | 11 | 16 | 4 | 6 | 48 | 59 | 53,5 |
| 3 | B-3 | 15 | 14 | 13 | 15 | 12 | 11 | 18 | 15 | 7 | 6 | 65 | 61 | 63 |
| 4 | B-4 | 11 | 12 | 11 | 14 | 12 | 12 | 17 | 16 | 6 | 6 | 57 | 60 | 58,5 |
| 5 | B-5 | 16 | 14 | 17 | 16 | 16 | 14 | 20 | 17 | 6 | 6 | 75 | 67 | 71 |
| 6 | B-6 | 14 | 12 | 14 | 11 | 12 | 11 | 18 | 14 | 7 | 6 | 65 | 54 | 59,5 |
| 7 | B-7 | 14 | 14 | 12 | 14 | 11 | 12 | 16 | 15 | 5 | 5 | 58 | 60 | 59 |
| 8 | B-8 | 16 | 16 | 16 | 14 | 13 | 12 | 20 | 18 | 7 | 7 | 72 | 67 | 69,5 |
| 9 | B-9 | 11 | 14 | 12 | 13 | 10 | 12 | 11 | 14 | 5 | 7 | 49 | 60 | 54,5 |
| 10 | B-10 | 16 | 16 | 16 | 14 | 14 | 13 | 20 | 18 | 7 | 6 | 73 | 67 | 70 |
| 11 | B-11 | 14 | 12 | 15 | 13 | 14 | 11 | 20 | 18 | 7 | 6 | 70 | 60 | 65 |
| 12 | B-12 | 16 | 14 | 16 | 14 | 13 | 10 | 18 | 13 | 7 | 5 | 70 | 56 | 63 |
| 13 | B-13 | 11 | 11 | 11 | 11 | 12 | 9 | 14 | 16 | 7 | 5 | 55 | 52 | 53,5 |
| 14 | B-14 | 16 | 14 | 16 | 16 | 16 | 14 | 19 | 18 | 7 | 5 | 74 | 67 | 70,5 |
| 15 | B-15 | 12 | 15 | 11 | 14 | 11 | 12 | 12 | 20 | 5 | 7 | 51 | 68 | 59,5 |
| 16 | B-16 | 14 | 12 | 13 | 12 | 14 | 11 | 19 | 16 | 7 | 5 | 67 | 56 | 61,5 |
| 17 | B-17 | 12 | 14 | 12 | 12 | 11 | 9 | 11 | 14 | 6 | 7 | 52 | 56 | 54 |
| 18 | B-18 | 11 | 14 | 12 | 16 | 8 | 12 | 11 | 18 | 5 | 7 | 47 | 67 | 57 |
| 19 | B-19 | 17 | 15 | 16 | 14 | 14 | 12 | 21 | 18 | 7 | 6 | 75 | 65 | 70 |
| 20 | B-20 | 16 | 10 | 14 | 10 | 11 | 8 | 18 | 9 | 7 | 5 | 66 | 42 | 54 |
| 21 | B-21 | 11 | 14 | 11 | 16 | 12 | 12 | 17 | 20 | 7 | 7 | 58 | 69 | 63,5 |
| 22 | B-22 | 11 | 9 | 11 | 10 | 11 | 8 | 17 | 15 | 6 | 5 | 56 | 47 | 51,5 |
| 23 | B-23 | 14 | 13 | 16 | 14 | 12 | 10 | 18 | 16 | 7 | 8 | 67 | 61 | 64 |
| 24 | B-24 | 16 | 12 | 12 | 11 | 12 | 13 | 18 | 12 | 8 | 5 | 66 | 53 | 59,5 |
| 25 | B-25 | 9 | 12 | 12 | 10 | 11 | 8 | 10 | 8 | 5 | 4 | 47 | 42 | 44,5 |
| 26 | B-26 | 14 | 15 | 11 | 15 | 12 | 13 | 13 | 18 | 5 | 7 | 55 | 68 | 61,5 |
| 27 | B-27 | 11 | 14 | 10 | 16 | 12 | 16 | 14 | 15 | 7 | 6 | 54 | 67 | 60,5 |
| 28 | B-28 | 16 | 12 | 16 | 14 | 14 | 11 | 17 | 10 | 6 | 4 | 69 | 51 | 60 |
| 29 | B-29 | 15 | 17 | 16 | 14 | 16 | 14 | 17 | 13 | 7 | 6 | 71 | 64 | 67,5 |
| 30 | B-30 | 11 | 12 | 9 | 14 | 11 | 12 | 13 | 17 | 6 | 5 | 50 | 60 | 55 |
| 31 | B-31 | 14 | 12 | 13 | 14 | 12 | 11 | 18 | 16 | 6 | 5 | 63 | 58 | 60,5 |
| Total | | 416 | 411 | 405 | 417 | 383 | 356 | 497 | 479 | 194 | 180 | 1895 | 1843 | 1869 |

Note: R1 : The Researcher
R2 : The English Teacher



Appendix 15

| Score Pre-test Control Class | | | | | | | | | | | | | | |
|------------------------------|------|------------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| No | Code | Content | | Organization | | Vocabulary | | Language | | Mechanics | | Total R1 | Total R2 | Avarage |
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | | | |
| 1 | D-1 | 14 | 15 | 15 | 13 | 15 | 12 | 17 | 16 | 5 | 6 | 66 | 62 | 64 |
| 2 | D-2 | 13 | 14 | 16 | 12 | 14 | 11 | 17 | 16 | 6 | 5 | 66 | 58 | 62 |
| 3 | D-3 | 14 | 15 | 14 | 12 | 14 | 12 | 14 | 15 | 6 | 6 | 62 | 60 | 61 |
| 4 | D-4 | 16 | 14 | 15 | 14 | 14 | 12 | 15 | 13 | 6 | 7 | 66 | 60 | 63 |
| 5 | D-5 | 17 | 15 | 16 | 14 | 16 | 14 | 19 | 16 | 7 | 6 | 75 | 65 | 70 |
| 6 | D-6 | 14 | 12 | 16 | 12 | 12 | 11 | 16 | 15 | 6 | 5 | 64 | 55 | 59,5 |
| 7 | D-7 | 16 | 13 | 14 | 12 | 15 | 12 | 17 | 15 | 5 | 4 | 67 | 56 | 61,5 |
| 8 | D-8 | 17 | 16 | 16 | 14 | 16 | 16 | 16 | 16 | 7 | 6 | 72 | 68 | 70 |
| 9 | D-9 | 15 | 12 | 13 | 12 | 14 | 13 | 14 | 15 | 6 | 6 | 62 | 58 | 60 |
| 10 | D-10 | 17 | 15 | 16 | 17 | 16 | 14 | 17 | 15 | 7 | 5 | 73 | 66 | 69,5 |
| 11 | D-11 | 17 | 15 | 13 | 12 | 15 | 13 | 14 | 15 | 7 | 7 | 66 | 62 | 64 |
| 12 | D-12 | 17 | 14 | 16 | 14 | 15 | 12 | 19 | 18 | 6 | 7 | 73 | 65 | 69 |
| 13 | D-13 | 15 | 13 | 14 | 14 | 12 | 11 | 13 | 14 | 6 | 5 | 60 | 57 | 58,5 |
| 14 | D-14 | 17 | 16 | 17 | 16 | 14 | 15 | 16 | 17 | 7 | 6 | 71 | 70 | 70,5 |
| 15 | D-15 | 10 | 7 | 10 | 12 | 14 | 13 | 14 | 16 | 5 | 6 | 53 | 54 | 53,5 |
| 16 | D-16 | 16 | 14 | 15 | 14 | 16 | 15 | 17 | 16 | 7 | 6 | 71 | 65 | 68 |
| 17 | D-17 | 15 | 11 | 13 | 15 | 13 | 11 | 16 | 14 | 6 | 5 | 63 | 56 | 59,5 |
| 18 | D-18 | 18 | 15 | 17 | 15 | 16 | 15 | 15 | 14 | 5 | 6 | 71 | 65 | 68 |
| 19 | D-19 | 11 | 9 | 14 | 12 | 11 | 9 | 14 | 14 | 5 | 4 | 55 | 48 | 51,5 |
| 20 | D-20 | 13 | 10 | 12 | 11 | 10 | 8 | 13 | 11 | 6 | 5 | 54 | 45 | 49,5 |
| 21 | D-21 | 14 | 16 | 14 | 15 | 16 | 14 | 18 | 17 | 6 | 6 | 68 | 68 | 68 |
| 22 | D-22 | 12 | 12 | 11 | 13 | 11 | 10 | 16 | 15 | 5 | 5 | 55 | 55 | 55 |
| 23 | D-23 | 17 | 14 | 15 | 16 | 16 | 13 | 20 | 18 | 8 | 7 | 76 | 68 | 72 |
| 24 | D-24 | 12 | 12 | 13 | 12 | 11 | 10 | 17 | 15 | 6 | 5 | 59 | 54 | 56,5 |
| 25 | D-25 | 12 | 10 | 13 | 10 | 10 | 8 | 15 | 12 | 5 | 5 | 55 | 45 | 50 |
| 26 | D-26 | 17 | 16 | 18 | 17 | 17 | 16 | 20 | 16 | 8 | 7 | 80 | 72 | 76 |
| 27 | D-27 | 16 | 15 | 15 | 16 | 15 | 13 | 20 | 18 | 7 | 5 | 73 | 67 | 70 |
| 28 | D-28 | 14 | 11 | 14 | 11 | 14 | 12 | 18 | 17 | 6 | 5 | 66 | 56 | 61 |
| 29 | D-29 | 17 | 13 | 16 | 12 | 16 | 13 | 21 | 17 | 7 | 5 | 77 | 60 | 68,5 |
| 30 | D-30 | 14 | 16 | 13 | 11 | 15 | 12 | 15 | 14 | 6 | 7 | 63 | 60 | 61,5 |
| Total | | 453 | 400 | 434 | 400 | 423 | 370 | 493 | 460 | 185 | 170 | 1982 | 1800 | 1891 |

Note: R1 : The Researcher
R2 : The English Teacher



Appendix 16

| Score Post-test Experimental Class | | | | | | | | | | | | | | |
|------------------------------------|------|------------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|---------------|
| No | Code | Content | | Organization | | Vocabulary | | Language | | Mechanics | | Total R1 | Total R2 | Avarage |
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | | | |
| 1 | B-1 | 16 | 17 | 15 | 15 | 16 | 16 | 20 | 18 | 8 | 7 | 75 | 73 | 74 |
| 2 | B-2 | 17 | 16 | 16 | 17 | 14 | 14 | 20 | 17 | 7 | 7 | 74 | 71 | 72,5 |
| 3 | B-3 | 14 | 15 | 16 | 15 | 14 | 12 | 19 | 18 | 6 | 7 | 69 | 67 | 68 |
| 4 | B-4 | 12 | 14 | 16 | 15 | 12 | 15 | 17 | 20 | 7 | 7 | 64 | 71 | 67,5 |
| 5 | B-5 | 16 | 19 | 18 | 19 | 17 | 17 | 22 | 19 | 9 | 8 | 82 | 82 | 82 |
| 6 | B-6 | 16 | 16 | 15 | 17 | 18 | 18 | 17 | 18 | 7 | 7 | 73 | 76 | 74,5 |
| 7 | B-7 | 15 | 15 | 14 | 15 | 14 | 16 | 17 | 18 | 6 | 7 | 66 | 71 | 68,5 |
| 8 | B-8 | 18 | 19 | 18 | 19 | 19 | 20 | 19 | 18 | 9 | 9 | 83 | 85 | 84 |
| 9 | B-9 | 12 | 16 | 14 | 16 | 12 | 12 | 18 | 20 | 8 | 7 | 64 | 71 | 67,5 |
| 10 | B-10 | 18 | 19 | 20 | 19 | 18 | 17 | 21 | 20 | 9 | 9 | 86 | 84 | 85 |
| 11 | B-11 | 17 | 15 | 16 | 17 | 17 | 18 | 17 | 18 | 7 | 8 | 74 | 76 | 75 |
| 12 | B-12 | 17 | 16 | 17 | 19 | 18 | 18 | 19 | 19 | 8 | 7 | 79 | 79 | 79 |
| 13 | B-13 | 17 | 14 | 16 | 17 | 16 | 15 | 22 | 17 | 7 | 7 | 78 | 70 | 74 |
| 14 | B-14 | 14 | 15 | 16 | 16 | 16 | 15 | 18 | 17 | 8 | 6 | 72 | 69 | 70,5 |
| 15 | B-15 | 12 | 19 | 14 | 18 | 12 | 14 | 17 | 20 | 7 | 7 | 62 | 78 | 70 |
| 16 | B-16 | 17 | 16 | 16 | 15 | 17 | 16 | 18 | 18 | 8 | 8 | 76 | 73 | 74,5 |
| 17 | B-17 | 16 | 16 | 16 | 17 | 12 | 14 | 17 | 18 | 7 | 8 | 68 | 73 | 70,5 |
| 18 | B-18 | 16 | 17 | 12 | 17 | 12 | 14 | 18 | 17 | 7 | 7 | 65 | 72 | 68,5 |
| 19 | B-19 | 18 | 19 | 18 | 19 | 19 | 18 | 19 | 20 | 9 | 9 | 83 | 85 | 84 |
| 20 | B-20 | 14 | 12 | 15 | 13 | 15 | 14 | 16 | 13 | 7 | 7 | 67 | 59 | 63 |
| 21 | B-21 | 14 | 17 | 12 | 17 | 12 | 16 | 20 | 23 | 7 | 7 | 65 | 80 | 72,5 |
| 22 | B-22 | 14 | 14 | 12 | 15 | 12 | 16 | 19 | 15 | 7 | 8 | 64 | 68 | 66 |
| 23 | B-23 | 19 | 18 | 18 | 19 | 18 | 17 | 22 | 20 | 9 | 9 | 86 | 83 | 84,5 |
| 24 | B-24 | 17 | 16 | 16 | 14 | 14 | 17 | 21 | 23 | 7 | 7 | 75 | 77 | 76 |
| 25 | B-25 | 15 | 15 | 16 | 15 | 15 | 16 | 15 | 17 | 7 | 8 | 68 | 71 | 69,5 |
| 26 | B-26 | 12 | 18 | 14 | 17 | 16 | 14 | 20 | 18 | 7 | 9 | 69 | 76 | 72,5 |
| 27 | B-27 | 14 | 16 | 12 | 17 | 14 | 16 | 19 | 20 | 7 | 9 | 66 | 78 | 72 |
| 28 | B-28 | 15 | 13 | 16 | 17 | 17 | 18 | 17 | 16 | 7 | 6 | 72 | 70 | 71 |
| 29 | B-29 | 17 | 18 | 17 | 17 | 18 | 17 | 18 | 17 | 6 | 7 | 76 | 76 | 76 |
| 30 | B-30 | 12 | 18 | 12 | 18 | 14 | 12 | 18 | 20 | 7 | 8 | 63 | 76 | 69,5 |
| 31 | B-31 | 18 | 18 | 17 | 18 | 18 | 17 | 18 | 17 | 8 | 8 | 79 | 78 | 78,5 |
| Total | | 479 | 506 | 480 | 519 | 476 | 489 | 578 | 569 | 230 | 235 | 2243 | 2318 | 2280,5 |

Note: R1 : The Researcher
R2 : The English Teacher



Appendix 17

| Score Post-test Control Class | | | | | | | | | | | | | | |
|-------------------------------|------|------------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|---------------|
| No | Code | Content | | Organization | | Vocabulary | | Language | | Mechanics | | Total R1 | Total R2 | Avarage |
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | | | |
| 1 | D-1 | 16 | 14 | 14 | 14 | 15 | 12 | 22 | 18 | 8 | 6 | 75 | 64 | 69,5 |
| 2 | D-2 | 16 | 15 | 15 | 14 | 12 | 12 | 19 | 20 | 7 | 6 | 69 | 67 | 68 |
| 3 | D-3 | 14 | 12 | 16 | 14 | 14 | 12 | 18 | 22 | 7 | 7 | 69 | 67 | 68 |
| 4 | D-4 | 14 | 15 | 17 | 17 | 16 | 12 | 20 | 18 | 8 | 6 | 75 | 68 | 71,5 |
| 5 | D-5 | 16 | 15 | 15 | 15 | 16 | 12 | 22 | 18 | 7 | 8 | 76 | 68 | 72 |
| 6 | D-6 | 15 | 14 | 16 | 15 | 14 | 11 | 20 | 18 | 6 | 7 | 71 | 65 | 68 |
| 7 | D-7 | 17 | 15 | 16 | 15 | 16 | 15 | 21 | 17 | 6 | 6 | 76 | 68 | 72 |
| 8 | D-8 | 18 | 17 | 17 | 17 | 13 | 12 | 22 | 17 | 8 | 7 | 78 | 70 | 74 |
| 9 | D-9 | 16 | 14 | 15 | 17 | 16 | 14 | 19 | 17 | 7 | 6 | 73 | 68 | 70,5 |
| 10 | D-10 | 18 | 17 | 17 | 17 | 12 | 14 | 22 | 17 | 7 | 7 | 76 | 72 | 74 |
| 11 | D-11 | 17 | 17 | 15 | 13 | 16 | 13 | 16 | 15 | 7 | 7 | 71 | 65 | 68 |
| 12 | D-12 | 18 | 18 | 17 | 16 | 16 | 12 | 21 | 18 | 8 | 7 | 80 | 71 | 75,5 |
| 13 | D-13 | 16 | 12 | 16 | 14 | 14 | 11 | 20 | 17 | 8 | 7 | 74 | 61 | 67,5 |
| 14 | D-14 | 17 | 16 | 17 | 17 | 14 | 12 | 22 | 18 | 7 | 6 | 77 | 69 | 73 |
| 15 | D-15 | 17 | 15 | 15 | 12 | 14 | 12 | 15 | 14 | 7 | 6 | 68 | 59 | 63,5 |
| 16 | D-16 | 17 | 16 | 17 | 17 | 16 | 14 | 21 | 19 | 8 | 7 | 79 | 73 | 76 |
| 17 | D-17 | 15 | 14 | 16 | 15 | 16 | 16 | 17 | 15 | 8 | 6 | 72 | 66 | 69 |
| 18 | D-18 | 14 | 12 | 13 | 11 | 12 | 11 | 18 | 18 | 6 | 5 | 63 | 57 | 60 |
| 19 | D-19 | 16 | 15 | 16 | 15 | 14 | 12 | 22 | 18 | 7 | 7 | 75 | 67 | 71 |
| 20 | D-20 | 12 | 14 | 13 | 15 | 14 | 15 | 14 | 13 | 6 | 7 | 59 | 64 | 61,5 |
| 21 | D-21 | 17 | 14 | 15 | 15 | 14 | 16 | 18 | 17 | 7 | 8 | 71 | 70 | 70,5 |
| 22 | D-22 | 14 | 14 | 16 | 15 | 13 | 14 | 18 | 16 | 8 | 6 | 69 | 65 | 67 |
| 23 | D-23 | 17 | 16 | 17 | 16 | 14 | 12 | 22 | 20 | 8 | 9 | 78 | 73 | 75,5 |
| 24 | D-24 | 15 | 14 | 17 | 17 | 15 | 12 | 19 | 17 | 7 | 6 | 73 | 66 | 69,5 |
| 25 | D-25 | 12 | 10 | 13 | 12 | 14 | 14 | 16 | 17 | 7 | 6 | 62 | 59 | 60,5 |
| 26 | D-26 | 17 | 16 | 17 | 16 | 14 | 12 | 23 | 19 | 8 | 8 | 79 | 71 | 75 |
| 27 | D-27 | 17 | 16 | 17 | 17 | 12 | 12 | 23 | 23 | 8 | 7 | 77 | 75 | 76 |
| 28 | D-28 | 16 | 16 | 16 | 15 | 14 | 16 | 20 | 22 | 8 | 7 | 74 | 76 | 75 |
| 29 | D-29 | 18 | 17 | 17 | 16 | 16 | 12 | 23 | 21 | 7 | 8 | 81 | 74 | 77,5 |
| 30 | D-30 | 16 | 15 | 16 | 16 | 16 | 12 | 22 | 19 | 8 | 7 | 78 | 69 | 73,5 |
| Total | | 478 | 445 | 476 | 455 | 432 | 386 | 595 | 538 | 219 | 203 | 2198 | 2027 | 2112,5 |

Note: R1 : The Researcher
R2 : The English Teacher



Appendix 18

Reliability for Pre-Test Based On Two Raters

| Criteria | Score | | Rank | | D(R1-R2) | D ² |
|--------------|-------|-----|------|----|----------|----------------|
| | R1 | R2 | R1 | R2 | | |
| Content | 869 | 811 | 2 | 3 | -1 | 1 |
| Organization | 839 | 817 | 3 | 3 | 1 | 1 |
| Vocabulary | 806 | 726 | 4 | 4 | 0 | 0 |
| Language | 990 | 939 | 1 | 1 | 0 | 0 |
| Mechanics | 379 | 350 | 5 | 5 | 0 | 0 |
| Total | | | | | | 2 |

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(2)}{61(61^2 - 1)}$$

$$\rho = 1 - \frac{12}{226.920}$$

$$\rho = 1 - 0.05288207$$

$$\rho = 0.0947118$$

The result reliability of the pre-test was 0.0947118 and the criteria of reliability was very high.

Appendix 19

The Reliability For Post-Test Based On Two Raters

| Criteria | Score | | Rank | | D(R1-R2) | D ² |
|--------------|-------|------|------|----|----------|----------------|
| | R1 | R2 | R1 | R2 | | |
| Content | 957 | 915 | 2 | 3 | -1 | 1 |
| Organization | 956 | 974 | 3 | 2 | 1 | 1 |
| Vocabulary | 908 | 875 | 4 | 4 | 0 | 0 |
| Language | 1173 | 1107 | 1 | 1 | 0 | 0 |
| Mechanics | 449 | 438 | 5 | 5 | 0 | 0 |
| Total | | | | | | 2 |

$$\rho = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

$$\rho = 1 - \frac{6 (2)}{61 (61^2 - 1)}$$

$$\rho = 1 - \frac{12}{226.920}$$

$$\rho = 1 - 0.05288207$$

$$\rho = 0.947118$$

The result reliability of the pretest was 0,947118 and the criteria of reliability was very high.

Appendix 20

Normality Test Score Pre-test of Experimental Class

| X | Z | Tabel | F(z) | Fkum | S(z) | Lo |
|------------------|---------|---|--------|------|---------|-----------|
| 44,5 | -2,48 | 0,4934 | 0,0066 | 1 | 0,03226 | -0,46114 |
| 51,5 | -1,38 | 0,4162 | 0,0838 | 2 | 0,06452 | -0,35162 |
| 53,5 | -1,07 | 0,3577 | 0,1432 | 4 | 0,12903 | 0,0035258 |
| 53,5 | -1,07 | 0,3577 | 0,1432 | 4 | 0,12903 | 0,0072097 |
| 54 | -0,99 | 0,3389 | 0,1611 | 6 | 0,19354 | 0,0072097 |
| 54 | -0,99 | 0,3389 | 0,1611 | 6 | 0,19354 | -0,039106 |
| 54,5 | -0,91 | 0,3186 | 0,1814 | 8 | 0,25806 | -0,039106 |
| 54,5 | -0,91 | 0,3186 | 0,1814 | 8 | 0,25806 | -0,081323 |
| 55 | -0,83 | 0,2967 | 0,2033 | 9 | 0,29032 | -0,081323 |
| 57 | -0,52 | 0,2673 | 0,2327 | 10 | 0,32258 | -0,089881 |
| 58,5 | -0,28 | 0,1628 | 0,3372 | 11 | 0,35484 | -0,017639 |
| 59 | -0,20 | 0,0714 | 0,4286 | 12 | 0,3871 | 0,0415032 |
| 59,5 | -0,12 | 0,0478 | 0,4522 | 15 | 0,48387 | 0,0408452 |
| 59,5 | -0,12 | 0,0478 | 0,4522 | 15 | 0,48387 | 0,008129 |
| 59,5 | -0,12 | 0,0478 | 0,4522 | 15 | 0,48387 | 0,008129 |
| 60 | -0,05 | 0,0398 | 0,4602 | 16 | 0,51613 | -0,008129 |
| 60,5 | 0,03 | 0,0120 | 0,512 | 18 | 0,58064 | -0,024487 |
| 60,5 | 0,03 | 0,0120 | 0,512 | 18 | 0,58064 | -0,061203 |
| 61,5 | 0,19 | 0,0763 | 0,5763 | 20 | 0,64516 | -0,061203 |
| 61,5 | 0,19 | 0,0763 | 0,5763 | 20 | 0,64516 | -0,063319 |
| 63 | 0,43 | 0,1664 | 0,6664 | 22 | 0,70967 | -0,063319 |
| 63 | 0,43 | 0,1664 | 0,6664 | 22 | 0,70967 | -0,040035 |
| 63,5 | 0,50 | 0,2019 | 0,7019 | 23 | 0,74194 | -0,040035 |
| 64 | 0,58 | 0,2291 | 0,7291 | 24 | 0,77419 | -0,045094 |
| 65 | 0,74 | 0,2517 | 0,7517 | 25 | 0,80645 | -0,054752 |
| 67,5 | 1,13 | 0,2995 | 0,7995 | 26 | 0,83871 | -0,03921 |
| 69,5 | 1,44 | 0,3907 | 0,8907 | 27 | 0,87097 | 0,0197323 |
| 70 | 1,52 | 0,4394 | 0,9394 | 29 | 0,93548 | 0,0039161 |
| 70 | 1,52 | 0,4394 | 0,9394 | 29 | 0,93548 | 0,0039161 |
| 70,5 | 1,60 | 0,4454 | 0,9454 | 30 | 0,96774 | -0,022342 |
| 71 | 1,68 | 0,4625 | 0,9625 | 31 | 1 | -0,0375 |
| Mean | 60,2903 | Because $L\text{-observed} < L\text{-critical}$, so H_0 is accepted. Conclusion: the data is normal distribution. | | | | |
| S | 6,37 | | | | | |
| Konstanta | 0,5 | | | | | |
| Lo | 0,08988 | | | | | |
| Lc | 0,15913 | | | | | |

Appendix 21

Normality Test Score Pre-test of Control Class

| X | Z | Tabel | F(z) | Fkum | S(z) | Lo |
|------------------|---------|--------|--------|------|---------|---------|
| 49,5 | -1,96 | 0,4750 | 0,025 | 1 | 0,03333 | -0,0083 |
| 50 | -1,89 | 0,4706 | 0,0294 | 2 | 0,06667 | -0,0373 |
| 51,5 | -1,67 | 0,4525 | 0,0475 | 3 | 0,1 | -0,0525 |
| 53,5 | -1,38 | 0,4162 | 0,0838 | 4 | 0,13333 | -0,0495 |
| 55 | -1,16 | 0,377 | 0,123 | 5 | 0,16667 | -0,0437 |
| 56,5 | -0,95 | 0,3289 | 0,1711 | 6 | 0,2 | -0,0289 |
| 58,5 | -0,66 | 0,2454 | 0,2546 | 7 | 0,23333 | 0,02127 |
| 59,5 | -0,51 | 0,195 | 0,305 | 9 | 0,3 | 0,005 |
| 59,5 | -0,51 | 0,195 | 0,305 | 9 | 0,3 | 0,005 |
| 60 | -0,44 | 0,17 | 0,33 | 10 | 0,33333 | -0,0033 |
| 61 | -0,29 | 0,1141 | 0,3859 | 12 | 0,4 | -0,0141 |
| 61 | -0,29 | 0,1141 | 0,3859 | 12 | 0,4 | -0,0141 |
| 61,5 | -0,22 | 0,0871 | 0,4129 | 14 | 0,46667 | -0,0538 |
| 61,5 | -0,22 | 0,0871 | 0,4129 | 14 | 0,46667 | -0,0538 |
| 62 | -0,15 | 0,0596 | 0,4404 | 15 | 0,5 | -0,0596 |
| 63 | 0,00 | 0 | 0,5 | 16 | 0,53333 | -0,0333 |
| 64 | 0,14 | 0,0557 | 0,5557 | 18 | 0,6 | -0,0443 |
| 64 | 0,14 | 0,0557 | 0,5557 | 18 | 0,6 | -0,0443 |
| 68 | 0,72 | 0,2642 | 0,7642 | 21 | 0,7 | 0,0642 |
| 68 | 0,72 | 0,2642 | 0,7642 | 21 | 0,7 | 0,0642 |
| 68 | 0,72 | 0,2642 | 0,7642 | 21 | 0,7 | 0,0642 |
| 68,5 | 0,79 | 0,2852 | 0,7852 | 22 | 0,73333 | 0,05187 |
| 69 | 0,86 | 0,3051 | 0,8051 | 23 | 0,76667 | 0,03843 |
| 69,5 | 0,94 | 0,3264 | 0,8264 | 24 | 0,8 | 0,0264 |
| 70 | 1,01 | 0,3438 | 0,8438 | 27 | 0,9 | -0,0562 |
| 70 | 1,01 | 0,3438 | 0,8438 | 27 | 0,9 | -0,0562 |
| 70 | 1,01 | 0,3438 | 0,8438 | 27 | 0,9 | -0,0562 |
| 70,5 | 1,08 | 0,3599 | 0,8599 | 28 | 0,93333 | -0,0734 |
| 72 | 1,30 | 0,4032 | 0,9032 | 29 | 0,96667 | -0,0635 |
| 76 | 1,88 | 0,4699 | 0,9699 | 30 | 1 | -0,0301 |
| Mean | 63,0333 | | | | | |
| S | 6,91 | | | | | |
| Konstanta | 0,5 | | | | | |
| Lo | 0,07343 | | | | | |
| Lc | 0.161 | | | | | |

Because $L\text{-observed} < L\text{-critical}$, so H_0 is accepted.
Conclusion: the data is normal distribution.

Appendix 22

Normality Test Score Post-test of Experimental Class

| X | Z | Tabel | F(z) | Fkum | S(z) | Lo |
|------------------|---------|---|--------|------|---------|----------|
| 63 | -1,82 | 0,4649 | 0,0351 | 1 | 0,03226 | 0,002842 |
| 66 | -1,30 | 0,4032 | 0,0968 | 2 | 0,06452 | 0,032284 |
| 67,5 | -1,04 | 0,3508 | 0,1492 | 4 | 0,12903 | 0,020168 |
| 67,5 | -1,04 | 0,3508 | 0,1492 | 4 | 0,12903 | 0,020168 |
| 68 | -0,96 | 0,3289 | 0,1711 | 5 | 0,16129 | 0,00981 |
| 68,5 | -0,87 | 0,3078 | 0,1922 | 7 | 0,22581 | -0,03361 |
| 68,5 | -0,87 | 0,3078 | 0,1922 | 7 | 0,22581 | -0,03361 |
| 69,5 | -0,70 | 0,2549 | 0,2451 | 9 | 0,29032 | -0,04522 |
| 69,5 | -0,70 | 0,2549 | 0,2451 | 9 | 0,29032 | -0,04522 |
| 70 | -0,61 | 0,2291 | 0,2709 | 10 | 0,32258 | -0,05168 |
| 70,5 | -0,53 | 0,1985 | 0,3015 | 12 | 0,3871 | -0,0856 |
| 70,5 | -0,53 | 0,1985 | 0,3015 | 12 | 0,3871 | -0,0856 |
| 71 | -0,44 | 0,17 | 0,33 | 13 | 0,41935 | -0,08935 |
| 72 | -0,27 | 0,1026 | 0,3974 | 14 | 0,45161 | -0,05421 |
| 72,5 | -0,18 | 0,0714 | 0,4286 | 17 | 0,54839 | -0,11979 |
| 72,5 | -0,18 | 0,0714 | 0,4286 | 17 | 0,54839 | -0,11979 |
| 72,5 | -0,18 | 0,0714 | 0,4286 | 17 | 0,54839 | -0,11979 |
| 74 | 0,08 | 0,0359 | 0,5359 | 18 | 0,58065 | -0,04475 |
| 74 | 0,08 | 0,0319 | 0,5319 | 19 | 0,6129 | -0,081 |
| 74,5 | 0,16 | 0,0575 | 0,5575 | 21 | 0,67742 | -0,11992 |
| 74,5 | 0,16 | 0,0575 | 0,5575 | 21 | 0,67742 | -0,11992 |
| 75 | 0,25 | 0,0987 | 0,5987 | 22 | 0,70968 | -0,11098 |
| 76 | 0,42 | 0,1664 | 0,6664 | 24 | 0,77419 | -0,10779 |
| 76 | 0,42 | 0,1664 | 0,6664 | 24 | 0,77419 | -0,10779 |
| 78,5 | 0,85 | 0,3051 | 0,8051 | 25 | 0,80645 | -0,00135 |
| 79 | 0,94 | 0,3264 | 0,8264 | 26 | 0,83871 | -0,01231 |
| 82 | 1,45 | 0,4279 | 0,9279 | 27 | 0,87097 | 0,056932 |
| 84 | 1,80 | 0,4641 | 0,9641 | 29 | 0,93548 | 0,028616 |
| 84 | 1,80 | 0,4641 | 0,9641 | 29 | 0,93548 | 0,028616 |
| 84,5 | 1,88 | 0,4706 | 0,9706 | 30 | 0,96774 | 0,002858 |
| 85 | 1,97 | 0,4761 | 0,9761 | 31 | 1 | -0,0239 |
| Mean | 73,5645 | Because $L\text{-observed} < L\text{-critical}$, so H_0 is accepted. Conclusion: the data is normal distribution. | | | | |
| S | 5,80 | | | | | |
| Konstanta | 0,5 | | | | | |
| Lo | 0,11992 | | | | | |
| Lc | 0,15913 | | | | | |

Appendix 23

Normality Test Score Post-test of Control Class

| X | Z | Tabel | F(z) | Fkum | S(z) | Lo |
|------------------|---------|---|--------|------|---------|----------|
| 60 | -2,28 | 0,4887 | 0,0113 | 1 | 0,03333 | -0,02203 |
| 60,5 | -2,17 | 0,485 | 0,015 | 2 | 0,06667 | -0,05167 |
| 61,5 | -1,95 | 0,4744 | 0,0256 | 3 | 0,1 | -0,0744 |
| 63,5 | -1,51 | 0,4345 | 0,0655 | 4 | 0,13333 | -0,06783 |
| 67 | -0,74 | 0,2704 | 0,2296 | 5 | 0,16667 | 0,062933 |
| 67,5 | -0,63 | 0,2357 | 0,2643 | 6 | 0,2 | 0,0643 |
| 68 | -0,52 | 0,1985 | 0,3015 | 9 | 0,3 | 0,0015 |
| 68 | -0,52 | 0,1985 | 0,3015 | 9 | 0,3 | 0,0015 |
| 68 | -0,52 | 0,1985 | 0,3015 | 9 | 0,3 | 0,0015 |
| 69 | -0,29 | 0,1141 | 0,3859 | 11 | 0,36667 | 0,019233 |
| 69 | -0,29 | 0,1141 | 0,3859 | 11 | 0,36667 | 0,019233 |
| 69,5 | -0,18 | 0,0714 | 0,4286 | 13 | 0,43333 | -0,00473 |
| 69,5 | -0,18 | 0,0714 | 0,4286 | 13 | 0,43333 | -0,00473 |
| 70,5 | 0,04 | 0,016 | 0,484 | 15 | 0,5 | -0,016 |
| 70,5 | 0,04 | 0,016 | 0,484 | 15 | 0,5 | -0,016 |
| 71 | 0,15 | 0,0596 | 0,4404 | 16 | 0,53333 | -0,09293 |
| 71,5 | 0,26 | 0,1026 | 0,6026 | 17 | 0,56667 | 0,035933 |
| 72 | 0,37 | 0,1443 | 0,6443 | 19 | 0,63333 | 0,010967 |
| 72 | 0,37 | 0,1443 | 0,6443 | 19 | 0,63333 | 0,010967 |
| 73 | 0,59 | 0,2224 | 0,7224 | 20 | 0,66667 | 0,055733 |
| 73,5 | 0,70 | 0,258 | 0,758 | 21 | 0,7 | 0,058 |
| 74 | 0,81 | 0,291 | 0,791 | 24 | 0,8 | -0,009 |
| 74 | 0,81 | 0,291 | 0,791 | 24 | 0,8 | -0,009 |
| 74 | 0,81 | 0,291 | 0,791 | 24 | 0,8 | -0,009 |
| 75 | 1,03 | 0,3485 | 0,8485 | 26 | 0,86667 | -0,01817 |
| 75 | 1,03 | 0,3485 | 0,8485 | 26 | 0,86667 | -0,01817 |
| 75,5 | 1,14 | 0,3729 | 0,8729 | 28 | 0,93333 | -0,06043 |
| 75,5 | 1,14 | 0,3729 | 0,8729 | 28 | 0,93333 | -0,06043 |
| 76 | 1,25 | 0,3944 | 0,8944 | 30 | 1 | -0,1056 |
| 76 | 1,25 | 0,3944 | 0,8944 | 30 | 1 | -0,1056 |
| Mean | 70,3333 | Because $L\text{-observed} < L\text{-critical}$, so H_0 is accepted. Conclusion: the data is normal distribution. | | | | |
| S | 4,52 | | | | | |
| Konstanta | 0,5 | | | | | |
| Lo | 0,1056 | | | | | |
| Lc | 0,161 | | | | | |

Appendix 25

Analysis of Hypothetical Test Experimental and Control Class

Experimental Class

| Code | Pre-test X | Post-test X | Gain X | X ² |
|--------------|------------|-------------|---------|----------------|
| B-1 | 54,5 | 74 | 19,5 | 380,25 |
| B-2 | 53,5 | 72,5 | 19 | 361 |
| B-3 | 63 | 68 | 5 | 25 |
| B-4 | 58,5 | 67,5 | 9 | 81 |
| B-5 | 71 | 82 | 11 | 121 |
| B-6 | 59,5 | 74,5 | 15 | 225 |
| B-7 | 59 | 68,5 | 9,5 | 90,25 |
| B-8 | 69,5 | 84 | 14,5 | 210,25 |
| B-9 | 54,5 | 67,5 | 13 | 169 |
| B-10 | 70 | 85 | 15 | 225 |
| B-11 | 65 | 75 | 10 | 100 |
| B-12 | 63 | 79 | 16 | 256 |
| B-13 | 53,5 | 74 | 20,5 | 420,25 |
| B-14 | 70,5 | 70,5 | 0 | 0 |
| B-15 | 59,5 | 70 | 10,5 | 110,25 |
| B-16 | 61,5 | 74,5 | 13 | 169 |
| B-17 | 54 | 70,5 | 16,5 | 272,25 |
| B-18 | 57 | 68,5 | 11,5 | 132,25 |
| B-19 | 70 | 84 | 14 | 196 |
| B-20 | 54 | 63 | 9 | 81 |
| B-21 | 63,5 | 72,5 | 9 | 81 |
| B-22 | 51,5 | 66 | 14,5 | 210,25 |
| B-23 | 64 | 84,5 | 20,5 | 420,25 |
| B-24 | 59,5 | 76 | 16,5 | 272,25 |
| B-25 | 44,5 | 69,5 | 25 | 625 |
| B-26 | 61,5 | 72,5 | 11 | 121 |
| B-27 | 60,5 | 72 | 11,5 | 132,25 |
| B-28 | 60 | 71 | 11 | 121 |
| B-29 | 67,5 | 76 | 8,5 | 72,25 |
| B-30 | 55 | 69,5 | 14,5 | 210,25 |
| B-31 | 60,5 | 78,5 | 18 | 324 |
| Total | 1869 | 2280,5 | 411,5 | 6214,25 |
| Mean | 60,290323 | 73,5645161 | 13,2742 | 200,4597 |

Control Class

| Code | Pre-test Y | Post-test Y | Gain Y | Y ² |
|--------------|------------|-------------|----------|----------------|
| D-1 | 64 | 69,5 | 5,5 | 30,25 |
| D-2 | 62 | 68 | 6 | 36 |
| D-3 | 61 | 68 | 7 | 49 |
| D-4 | 63 | 71,5 | 8,5 | 72,25 |
| D-5 | 70 | 72 | 2 | 4 |
| D-6 | 59,5 | 69 | 9,5 | 90,25 |
| D-7 | 61,5 | 72 | 10,5 | 110,25 |
| D-8 | 70 | 74 | 4 | 16 |
| D-9 | 60 | 70,5 | 10,5 | 110,25 |
| D-10 | 69,5 | 74 | 4,5 | 20,25 |
| D-11 | 64 | 68 | 4 | 16 |
| D-12 | 69 | 75,5 | 6,5 | 42,25 |
| D-13 | 58,5 | 67,5 | 9 | 81 |
| D-14 | 70,5 | 73 | 2,5 | 6,25 |
| D-15 | 53,5 | 63,5 | 10 | 100 |
| D-16 | 68 | 76 | 8 | 64 |
| D-17 | 59,5 | 69 | 9,5 | 90,25 |
| D-18 | 48 | 60 | 12 | 144 |
| D-19 | 51,5 | 71 | 19,5 | 380,25 |
| D-20 | 49,5 | 61,5 | 12 | 144 |
| D-21 | 68 | 70,5 | 2,5 | 6,25 |
| D-22 | 55 | 67 | 12 | 144 |
| D-23 | 72 | 75,5 | 3,5 | 12,25 |
| D-24 | 56,5 | 69,5 | 13 | 169 |
| D-25 | 50 | 60,5 | 10,5 | 110,25 |
| D-26 | 70 | 75 | 5 | 25 |
| D-27 | 70 | 76 | 6 | 36 |
| D-28 | 61 | 75 | 14 | 196 |
| D-29 | 68,5 | 74 | 5,5 | 30,25 |
| D-30 | 61,5 | 73,5 | 12 | 144 |
| Total | 1865 | 2110 | 245 | 2479,5 |
| Mean | 62,166667 | 70,33333333 | 8,166667 | 82,65 |

Appendix 24

The Result of Homogeneity Test Pre-Test and Post-Test

1. Pre-Test

Variance (S^2) of Pre-test Experimental Class = 40.57

Variance (S^2) of Pre-test Control Class = 47.61

The formula:

$$F_{observed} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F_{observed} = \frac{47.61}{40.57}$$

$$F_{observed} = 1.17$$

After the homogeneity test of pre-test was calculated, it found that $F_{observed}$ was 1.17 while the $F_{critical}$ at significant level of 0.05 was 1.84 (See appendices 19 and 20 on pages 141-142). It means that $F_{observed} < F_{critical} = 1.17 < 1.84$. It proved that the variance of the data of the Pre-test was homogeneous.

2. Post-Test

Variance (S^2) of Post-test Experimental Class = 33.64

Variance (S^2) of Post-test Control Class = 20.43

The formula:

$$F_{observed} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F_{observed} = \frac{33.64}{20.52}$$

$$F_{observed} = 1.64$$

After the homogeneity test of post-test was calculated, it found that $F_{observed}$ was 1.63 while the $F_{critical}$ at significant level of 0.05 was 1.84 (See appendices 21 and 22 on pages 143-144). It means that $F_{observed} < F_{critical} = 1.63 < 1.84$. It proved that the variance of the data of the Post-test was homogeneous.

Appendix 26

Hypothetical Test

The Calculating of Hypothetical Analysis by Using Independent t-test

The formula t-test:

$$\sum x_1 = 411.5$$

$$\sum x_2 = 245$$

$$\sum x_1^2 = 6214.25$$

$$\sum x_2^2 = 2479.5$$

$$n_1 = 31$$

$$n_2 = 30$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{\frac{411.5}{31} - \frac{245}{30}}{\sqrt{\frac{6214.25 - \frac{(411.5)^2}{31} + 2479.5 - \frac{(245)^2}{30}}{31 + 30 - 2} \left(\frac{1}{31} + \frac{1}{30} \right)}}$$

$$t = \frac{5.1075}{\sqrt{\frac{(6214.25 - 5462.3) + (2479.5 - 2000.8)}{59} (0.0656)}}$$

$$t = \frac{5.1075}{\sqrt{\frac{751.95 + 478.7}{59} (0.0656)}}$$

$$t = \frac{5.1075}{\sqrt{(20.858)(0.0656)}}$$

$$t = \frac{5.1075}{1.16975}$$

$$t = 4.3663$$

$$df = N_x + N_y - 2$$

$$df = 31 + 30 - 2$$

$$df = 59$$

The value of t-critical at $df = 56$ and at significant degree 5% (0.05) was 1.671

The hypothesis were:.

H_a is accepted If $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

H_0 is accepted If $t_{observed}$ was lower than $t_{critical}$ or ($t_{observed} < t_{critical}$).

From the calculation:

4.3663 > 1.671 there was a significant.

Conclusion:

$t_{observed} > t_{critical}$, then H_a was accepted. It means that there was a significant influence of using swell method towards students' recount paragraph writing ability at the eighth grade of SMP Negeri 2 Sumberejo Tanggamus.

Appendix 5

LESSON PLAN 1 (Experimental Class)

SMP : SMPN 2 Sumberejo

Kelas/Semester : VIII (Delapan) / 1

Pertemuan ke- : 1

Jenis Teks : Recount Text

Tema : Holiday

Skill : Writing

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tertulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

- Mengidentifikasi langkah- langkah retorika dalam menulis paragraph berbentuk recount.
- Menulis paragraph recount dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language use and mechanics.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar

- Siswa mampu mengidentifikasi langkah- langkah retorika dalam menulis paragraph berbentuk recount.
- Siswa mampu menulis paragraph recount dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language use and mechanics.

E. Materi Pembelajaran

Recount text adalah teks yang digunakan untuk menceritakan peristiwa atau pengalaman yang terjadi pada masa lampau (*past event*) dan biasanya disusun secara sistematis dan berurutan.

1. Struktur Umum (*Generic Structure*)

- a. *Orientation*: Berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita, biasanya ada penjelasan siapa, kapan, dimana, dan mengapa.
- b. *Event*: Menceritakan apa saja yang terjadi, berdasarkan urutan kejadian dari awal hingga akhir.

- c. *Re-orientation*: Berisi kesimpulan. Biasanya merupakan komentar yang merefleksikan perasaan penulis tentang kejadian- kejadian yang disebutkan sebelumnya.

2. Umumnya tenses (*Grammatical features*) : Simple Past Tense

3. *Social Function*:

- *To give the audience description of what occurred and when it occurred*
- *To retell events for the purpose of informing or entertaining*

4. Example Recount Paragraph

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

F. Metode Pembelajaran : Swell Method

G. Langkah- langkah Kegiatan

a. Kegiatan Pendahuluan

pertemuan pertama,

Apersepsi:

- Berdo'a sebelum memulai pelajaran
- Guru mengucapkan salam
- Guru mengecek kehadiran siswa
- Guru memberikan gambaran kepada siswa tentang materi recount
- Guru memberikan pertanyaan, siswa menjawab pertanyaan tersebut

Do you have an experience?

Have you ever heard about recount paragraph?

b. Kegiatan Inti

- Guru memberikan 1 contoh recount text kepada siswa untuk bersama-sama membaca dan mempelajarinya
- Memperkenalkan using swell method
- Guru bersama murid mengidentifikasi secara bersama menemukan orientation, event, re-orientation dari text.
- Guru menjelaskan retorikal struktur yang ada dalam recount paragraph
- Guru membagi 2 kelompok yaitu kelompok *helper* dan kelompok *writer*
- Guru memberikan topic tentang holiday

- Guru meminta siswa untuk membuat draft dari ide- ide yang telah mereka tulis
- Siswa memahami tugas yang akan diberikan
- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Setelah draft pertama selesai writer dan helper berdiskusi tentang hal apa yang harus di perbaiki dalam penulisan paragraph tersebut.
- Writer mengedit draft berdasarkan saran dari helper dengan melakukan pengembangan untuk kemudian dijadikan hasil akhir.
- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan

c. Kegiatan Penutup

- Guru mengevaluasi komposisi tugas siswa dengan beberapa pertimbangan
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyimpulkan materi pembelajaran
- Guru menutup pelajaran dengan mengucapkan salam

H. Sumber Belajar

- *Interactive English for Junior high school*

I. Penilaian

Teknik: Tulis

Bentuk : Paragraph

J. Rubrik Penilaian

| Component | Score |
|------------------|--------------|
| Content | 20 |
| Organization | 20 |
| Vocabulary | 20 |
| Language use | 30 |
| Mechanics | 10 |

Bandar Lampung,

2017

Mengetahui,

Guru Bidang Studi

Mahasiswa,

DESI HARIANTI, S.Pd

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INDAH KHOIRIYAH

NPM: 1311040032

Appendix 29

L- Table

Table of Critical Values for the Lilliefors Test for Normality

| Nilai Kritis L Untuk Uji Lilliefors | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Ukuran | Taraf Nyata (α) | | | | |
| Sampel (n) | 0,01 | 0,05 | 0,10 | 0,15 | 0,20 |
| 4 | 0,417 | 0,381 | 0,352 | 0,319 | 0,300 |
| 5 | 0,405 | 0,337 | 0,315 | 0,299 | 0,285 |
| 6 | 0,364 | 0,319 | 0,294 | 0,277 | 0,265 |
| 7 | 0,348 | 0,300 | 0,276 | 0,258 | 0,247 |
| 8 | 0,331 | 0,285 | 0,261 | 0,244 | 0,233 |
| 9 | 0,311 | 0,271 | 0,249 | 0,233 | 0,223 |
| 10 | 0,294 | 0,258 | 0,239 | 0,224 | 0,215 |
| 11 | 0,284 | 0,249 | 0,230 | 0,217 | 0,206 |
| 12 | 0,275 | 0,242 | 0,223 | 0,212 | 0,199 |
| 13 | 0,268 | 0,234 | 0,214 | 0,202 | 0,190 |
| 14 | 0,261 | 0,227 | 0,207 | 0,194 | 0,183 |
| 15 | 0,257 | 0,220 | 0,201 | 0,187 | 0,177 |
| 16 | 0,250 | 0,213 | 0,195 | 0,182 | 0,173 |
| 17 | 0,245 | 0,206 | 0,189 | 0,177 | 0,169 |
| 18 | 0,239 | 0,200 | 0,184 | 0,173 | 0,166 |
| 19 | 0,235 | 0,195 | 0,179 | 0,169 | 0,163 |
| 20 | 0,231 | 0,190 | 0,174 | 0,166 | 0,160 |
| 25 | 0,200 | 0,173 | 0,158 | 0,147 | 0,142 |
| 30 | 0,187 | 0,161 | 0,144 | 0,136 | 0,131 |
| > 30 | $\frac{1,031}{\sqrt{n}}$ | $\frac{0,886}{\sqrt{n}}$ | $\frac{0,805}{\sqrt{n}}$ | $\frac{0,768}{\sqrt{n}}$ | $\frac{0,736}{\sqrt{n}}$ |

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

Appendix 27

F- Table

 $\alpha = 0.05$

| df2 /df1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 22 | 24 | 26 | 28 | 30 | 35 | 40 | 45 | 50 | 60 | 70 | 80 | 100 | 200 | 500 | 1000 | >1000 | df1/ df2 | |
|-------------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|-------------|----|
| 3 | 10.13 | 9.55 | 9.28 | 9.12 | 9.01 | 8.94 | 8.89 | 8.85 | 8.81 | 8.79 | 8.76 | 8.74 | 8.73 | 8.71 | 8.70 | 8.69 | 8.68 | 8.67 | 8.67 | 8.66 | 8.65 | 8.64 | 8.63 | 8.62 | 8.62 | 8.60 | 8.59 | 8.59 | 8.58 | 8.57 | 8.57 | 8.56 | 8.55 | 8.54 | 8.53 | 8.53 | 8.54 | 3 | |
| 4 | 7.71 | 6.94 | 6.59 | 6.39 | 6.26 | 6.16 | 6.09 | 6.04 | 6.00 | 5.96 | 5.94 | 5.91 | 5.89 | 5.87 | 5.86 | 5.84 | 5.83 | 5.82 | 5.81 | 5.80 | 5.79 | 5.77 | 5.76 | 5.75 | 5.75 | 5.73 | 5.72 | 5.71 | 5.70 | 5.69 | 5.68 | 5.67 | 5.66 | 5.65 | 5.64 | 5.63 | 5.63 | 4 | |
| 5 | 6.61 | 5.79 | 5.41 | 5.19 | 5.05 | 4.95 | 4.88 | 4.82 | 4.77 | 4.74 | 4.70 | 4.68 | 4.66 | 4.64 | 4.62 | 4.60 | 4.59 | 4.58 | 4.57 | 4.56 | 4.54 | 4.53 | 4.52 | 4.50 | 4.50 | 4.48 | 4.46 | 4.45 | 4.44 | 4.43 | 4.42 | 4.42 | 4.41 | 4.39 | 4.37 | 4.37 | 4.36 | 5 | |
| 6 | 5.99 | 5.14 | 4.76 | 4.53 | 4.39 | 4.28 | 4.21 | 4.15 | 4.10 | 4.06 | 4.03 | 4.00 | 3.98 | 3.96 | 3.94 | 3.92 | 3.91 | 3.90 | 3.88 | 3.87 | 3.86 | 3.84 | 3.83 | 3.82 | 3.81 | 3.79 | 3.77 | 3.76 | 3.75 | 3.74 | 3.73 | 3.72 | 3.71 | 3.69 | 3.68 | 3.67 | 3.67 | 6 | |
| 7 | 5.59 | 4.74 | 4.35 | 4.12 | 3.97 | 3.87 | 3.79 | 3.73 | 3.68 | 3.64 | 3.60 | 3.57 | 3.55 | 3.53 | 3.51 | 3.49 | 3.48 | 3.47 | 3.46 | 3.44 | 3.43 | 3.41 | 3.40 | 3.39 | 3.38 | 3.36 | 3.34 | 3.33 | 3.32 | 3.30 | 3.29 | 3.29 | 3.27 | 3.25 | 3.24 | 3.23 | 3.23 | 7 | |
| 8 | 5.32 | 4.46 | 4.07 | 3.84 | 3.69 | 3.58 | 3.50 | 3.44 | 3.39 | 3.35 | 3.31 | 3.28 | 3.26 | 3.24 | 3.22 | 3.20 | 3.19 | 3.17 | 3.16 | 3.15 | 3.13 | 3.12 | 3.10 | 3.09 | 3.08 | 3.06 | 3.04 | 3.03 | 3.02 | 3.01 | 2.99 | 2.99 | 2.97 | 2.95 | 2.94 | 2.93 | 2.93 | 8 | |
| 9 | 5.12 | 4.26 | 3.86 | 3.63 | 3.48 | 3.37 | 3.29 | 3.23 | 3.18 | 3.14 | 3.10 | 3.07 | 3.05 | 3.03 | 3.01 | 2.99 | 2.97 | 2.95 | 2.95 | 2.94 | 2.92 | 2.90 | 2.89 | 2.87 | 2.86 | 2.84 | 2.83 | 2.81 | 2.80 | 2.79 | 2.78 | 2.77 | 2.76 | 2.73 | 2.72 | 2.71 | 2.71 | 9 | |
| 10 | 4.96 | 4.10 | 3.71 | 3.48 | 3.33 | 3.22 | 3.14 | 3.07 | 3.02 | 2.98 | 2.94 | 2.91 | 2.89 | 2.86 | 2.85 | 2.83 | 2.81 | 2.80 | 2.79 | 2.77 | 2.75 | 2.74 | 2.72 | 2.71 | 2.70 | 2.68 | 2.66 | 2.65 | 2.64 | 2.62 | 2.61 | 2.60 | 2.59 | 2.56 | 2.55 | 2.54 | 2.54 | 10 | |
| 11 | 4.84 | 3.98 | 3.59 | 3.36 | 3.20 | 3.09 | 3.01 | 2.95 | 2.90 | 2.85 | 2.82 | 2.79 | 2.76 | 2.74 | 2.72 | 2.70 | 2.69 | 2.67 | 2.66 | 2.65 | 2.63 | 2.61 | 2.59 | 2.58 | 2.57 | 2.55 | 2.53 | 2.52 | 2.51 | 2.49 | 2.48 | 2.47 | 2.46 | 2.43 | 2.42 | 2.41 | 2.41 | 11 | |
| 12 | 4.75 | 3.89 | 3.49 | 3.26 | 3.11 | 3.00 | 2.91 | 2.85 | 2.80 | 2.75 | 2.72 | 2.69 | 2.66 | 2.64 | 2.62 | 2.60 | 2.58 | 2.57 | 2.56 | 2.54 | 2.52 | 2.51 | 2.49 | 2.48 | 2.47 | 2.44 | 2.43 | 2.41 | 2.40 | 2.38 | 2.37 | 2.36 | 2.35 | 2.32 | 2.31 | 2.30 | 2.30 | 12 | |
| 13 | 4.67 | 3.81 | 3.41 | 3.18 | 3.03 | 2.92 | 2.83 | 2.77 | 2.71 | 2.67 | 2.63 | 2.60 | 2.58 | 2.55 | 2.53 | 2.51 | 2.50 | 2.48 | 2.47 | 2.46 | 2.44 | 2.42 | 2.41 | 2.39 | 2.38 | 2.36 | 2.34 | 2.33 | 2.31 | 2.30 | 2.28 | 2.27 | 2.26 | 2.23 | 2.22 | 2.21 | 2.21 | 13 | |
| 14 | 4.60 | 3.74 | 3.34 | 3.11 | 2.96 | 2.85 | 2.76 | 2.70 | 2.65 | 2.60 | 2.57 | 2.53 | 2.51 | 2.48 | 2.46 | 2.44 | 2.43 | 2.41 | 2.40 | 2.39 | 2.37 | 2.35 | 2.33 | 2.32 | 2.31 | 2.28 | 2.27 | 2.25 | 2.24 | 2.22 | 2.21 | 2.20 | 2.19 | 2.16 | 2.14 | 2.14 | 2.13 | 14 | |
| 15 | 4.54 | 3.68 | 3.29 | 3.06 | 2.90 | 2.79 | 2.71 | 2.64 | 2.59 | 2.54 | 2.51 | 2.48 | 2.45 | 2.42 | 2.40 | 2.38 | 2.37 | 2.35 | 2.34 | 2.33 | 2.31 | 2.29 | 2.27 | 2.26 | 2.25 | 2.22 | 2.20 | 2.19 | 2.18 | 2.16 | 2.15 | 2.14 | 2.12 | 2.10 | 2.08 | 2.07 | 2.07 | 15 | |
| 16 | 4.49 | 3.63 | 3.24 | 3.01 | 2.85 | 2.74 | 2.66 | 2.59 | 2.54 | 2.49 | 2.46 | 2.42 | 2.40 | 2.37 | 2.35 | 2.33 | 2.32 | 2.30 | 2.29 | 2.28 | 2.25 | 2.24 | 2.22 | 2.21 | 2.19 | 2.17 | 2.15 | 2.14 | 2.12 | 2.11 | 2.09 | 2.08 | 2.07 | 2.04 | 2.02 | 2.02 | 2.01 | 16 | |
| 17 | 4.45 | 3.59 | 3.20 | 2.96 | 2.81 | 2.70 | 2.61 | 2.55 | 2.49 | 2.45 | 2.41 | 2.38 | 2.35 | 2.33 | 2.31 | 2.29 | 2.27 | 2.26 | 2.24 | 2.23 | 2.21 | 2.19 | 2.17 | 2.16 | 2.15 | 2.12 | 2.10 | 2.09 | 2.08 | 2.06 | 2.05 | 2.03 | 2.02 | 1.99 | 1.97 | 1.97 | 1.96 | 17 | |
| 18 | 4.41 | 3.55 | 3.16 | 2.93 | 2.77 | 2.66 | 2.58 | 2.51 | 2.46 | 2.41 | 2.37 | 2.34 | 2.31 | 2.29 | 2.27 | 2.25 | 2.23 | 2.22 | 2.20 | 2.19 | 2.17 | 2.15 | 2.13 | 2.12 | 2.11 | 2.08 | 2.06 | 2.05 | 2.04 | 2.02 | 2.00 | 1.99 | 1.98 | 1.95 | 1.93 | 1.92 | 1.92 | 18 | |
| 19 | 4.38 | 3.52 | 3.13 | 2.90 | 2.74 | 2.63 | 2.54 | 2.48 | 2.42 | 2.38 | 2.34 | 2.31 | 2.28 | 2.26 | 2.23 | 2.21 | 2.20 | 2.18 | 2.17 | 2.16 | 2.13 | 2.11 | 2.10 | 2.08 | 2.07 | 2.05 | 2.03 | 2.01 | 2.00 | 1.98 | 1.97 | 1.96 | 1.94 | 1.91 | 1.89 | 1.88 | 1.88 | 19 | |
| 20 | 4.35 | 3.49 | 3.10 | 2.87 | 2.71 | 2.60 | 2.51 | 2.45 | 2.39 | 2.35 | 2.31 | 2.28 | 2.25 | 2.23 | 2.20 | 2.18 | 2.17 | 2.15 | 2.14 | 2.12 | 2.10 | 2.08 | 2.07 | 2.05 | 2.04 | 2.01 | 1.99 | 1.98 | 1.97 | 1.95 | 1.93 | 1.92 | 1.91 | 1.88 | 1.86 | 1.85 | 1.84 | 20 | |
| 22 | 4.30 | 3.44 | 3.05 | 2.82 | 2.66 | 2.55 | 2.46 | 2.40 | 2.34 | 2.30 | 2.26 | 2.23 | 2.20 | 2.17 | 2.15 | 2.13 | 2.11 | 2.10 | 2.08 | 2.07 | 2.05 | 2.03 | 2.01 | 2.00 | 1.98 | 1.96 | 1.94 | 1.92 | 1.91 | 1.89 | 1.88 | 1.86 | 1.85 | 1.82 | 1.80 | 1.79 | 1.78 | 22 | |
| 24 | 4.26 | 3.40 | 3.01 | 2.78 | 2.62 | 2.51 | 2.42 | 2.36 | 2.30 | 2.25 | 2.22 | 2.18 | 2.15 | 2.13 | 2.11 | 2.09 | 2.07 | 2.05 | 2.04 | 2.03 | 2.00 | 1.98 | 1.97 | 1.95 | 1.94 | 1.91 | 1.89 | 1.88 | 1.86 | 1.84 | 1.83 | 1.82 | 1.80 | 1.77 | 1.75 | 1.74 | 1.73 | 24 | |
| 26 | 4.23 | 3.37 | 2.98 | 2.74 | 2.59 | 2.47 | 2.39 | 2.32 | 2.27 | 2.22 | 2.18 | 2.15 | 2.12 | 2.09 | 2.07 | 2.05 | 2.03 | 2.02 | 2.00 | 1.99 | 1.97 | 1.96 | 1.93 | 1.91 | 1.90 | 1.87 | 1.85 | 1.84 | 1.82 | 1.80 | 1.79 | 1.77 | 1.75 | 1.74 | 1.73 | 1.71 | 1.70 | 1.69 | 26 |
| 28 | 4.20 | 3.34 | 2.95 | 2.71 | 2.56 | 2.45 | 2.36 | 2.29 | 2.24 | 2.19 | 2.15 | 2.12 | 2.09 | 2.06 | 2.04 | 2.02 | 2.00 | 1.99 | 1.97 | 1.96 | 1.93 | 1.91 | 1.90 | 1.88 | 1.87 | 1.84 | 1.82 | 1.80 | 1.79 | 1.77 | 1.75 | 1.74 | 1.73 | 1.69 | 1.67 | 1.66 | 1.66 | 28 | |
| 30 | 4.17 | 3.32 | 2.92 | 2.69 | 2.53 | 2.42 | 2.33 | 2.27 | 2.21 | 2.16 | 2.13 | 2.09 | 2.06 | 2.04 | 2.01 | 1.99 | 1.98 | 1.96 | 1.95 | 1.93 | 1.91 | 1.89 | 1.87 | 1.85 | 1.84 | 1.81 | 1.79 | 1.77 | 1.76 | 1.74 | 1.72 | 1.71 | 1.70 | 1.66 | 1.64 | 1.63 | 1.62 | 30 | |
| 35 | 4.12 | 3.27 | 2.87 | 2.64 | 2.49 | 2.37 | 2.29 | 2.22 | 2.16 | 2.11 | 2.08 | 2.04 | 2.01 | 1.99 | 1.96 | 1.94 | 1.92 | 1.91 | 1.89 | 1.88 | 1.85 | 1.83 | 1.82 | 1.80 | 1.79 | 1.76 | 1.74 | 1.72 | 1.70 | 1.68 | 1.66 | 1.65 | 1.63 | 1.60 | 1.57 | 1.57 | 1.56 | 35 | |
| 40 | 4.08 | 3.23 | 2.84 | 2.61 | 2.45 | 2.34 | 2.25 | 2.18 | 2.12 | 2.08 | 2.04 | 2.00 | 1.97 | 1.95 | 1.92 | 1.90 | 1.89 | 1.87 | 1.85 | 1.84 | 1.81 | 1.79 | 1.77 | 1.76 | 1.74 | 1.72 | 1.69 | 1.67 | 1.66 | 1.64 | 1.62 | 1.61 | 1.59 | 1.55 | 1.53 | 1.52 | 1.51 | 40 | |
| 45 | 4.06 | 3.20 | 2.81 | 2.58 | 2.42 | 2.31 | 2.22 | 2.15 | 2.10 | 2.05 | 2.01 | 1.97 | 1.94 | 1.92 | 1.89 | 1.87 | 1.86 | 1.84 | 1.82 | 1.81 | 1.78 | 1.76 | 1.74 | 1.73 | 1.71 | 1.68 | 1.66 | 1.64 | 1.63 | 1.60 | 1.59 | 1.57 | 1.55 | 1.51 | 1.49 | 1.48 | 1.47 | 45 | |
| 50 | 4.03 | 3.18 | 2.79 | 2.56 | 2.40 | 2.29 | 2.20 | 2.13 | 2.07 | 2.03 | 1.99 | 1.95 | 1.92 | 1.89 | 1.87 | 1.85 | 1.83 | 1.81 | 1.80 | 1.78 | 1.76 | 1.74 | 1.72 | 1.70 | 1.69 | 1.66 | 1.63 | 1.61 | 1.60 | 1.58 | 1.56 | 1.54 | 1.52 | 1.48 | 1.46 | 1.45 | 1.44 | 50 | |
| 60 | 4.00 | 3.15 | 2.76 | 2.53 | 2.37 | 2.25 | 2.17 | 2.10 | 2.04 | 1.99 | 1.95 | 1.92 | 1.89 | 1.86 | 1.84 | 1.82 | 1.80 | 1.78 | 1.76 | 1.75 | 1.72 | 1.70 | 1.68 | 1.66 | 1.65 | 1.62 | 1.59 | 1.57 | 1.56 | 1.53 | 1.52 | 1.50 | 1.48 | 1.44 | 1.41 | 1.40 | 1.39 | 60 | |
| 70 | 3.98 | 3.13 | 2.74 | 2.50 | 2.35 | 2.23 | 2.14 | 2.07 | 2.02 | 1.97 | 1.93 | 1.89 | 1.86 | 1.84 | 1.81 | 1.79 | 1.77 | 1.75 | 1.74 | 1.72 | 1.70 | 1.67 | 1.65 | 1.64 | 1.62 | 1.59 | 1.57 | 1.55 | 1.53 | 1.50 | 1.49 | 1.47 | 1.45 | 1.40 | 1.37 | 1.36 | 1.35 | 70 | |
| 80 | 3.96 | 3.11 | 2.72 | 2.49 | 2.33 | 2.21 | 2.13 | 2.06 | 2.00 | 1.95 | 1.91 | 1.88 | 1.84 | 1.82 | 1.79 | 1.77 | 1.75 | 1.73 | 1.72 | 1.70 | 1.68 | 1.65 | 1.63 | 1.62 | 1.60 | 1.57 | 1.54 | 1.52 | 1.51 | 1.48 | 1.46 | 1.45 | 1.43 | 1.38 | 1.35 | 1.34 | 1.33 | 80 | |
| 100 | 3.94 | 3.09 | 2.70 | 2.46 | 2.31 | 2.19 | 2.10 | 2.03 | 1.97 | 1.93 | 1.89 | 1.85 | 1.82 | 1.79 | 1.77 | 1.75 | 1.73 | 1.71 | 1.69 | 1.68 | 1.65 | 1.63 | 1.61 | 1.59 | 1.57 | 1.54 | 1.52 | 1.49 | 1.48 | 1.45 | 1.43 | 1.41 | 1.39 | 1.34 | 1.31 | 1.30 | 1.28 | 100 | |
| 200 | 3.89 | 3.04 | 2.65 | 2.42 | 2.26 | 2.14 | 2.06 | 1.98 | 1.93 | 1.88 | 1.84 | 1.80 | 1.77 | 1.74 | 1.72 | 1.69 | 1.67 | 1.66 | 1.64 | 1.62 | 1.60 | 1.57 | 1.55 | 1.53 | 1.52 | 1.48 | 1.46 | 1.43 | 1.41 | 1.39 | 1.36 | 1.35 | 1.32 | 1.26 | 1.22 | 1.21 | 1.19 | 200 | |
| 500 | 3.86 | 3.01 | 2.62 | 2.39 | 2.23 | 2.12 | 2.03 | 1.96 | 1.90 | 1.85 | 1.81 | 1.77 | 1.74 | 1.71 | 1.69 | 1.66 | 1.64 | 1.62 | 1.61 | 1.59 | 1.56 | 1.54 | 1.52 | 1.50 | 1.48 | 1.45 | 1.42 | 1.40 | 1.38 | 1.35 | 1.32 | 1.30 | 1.28 | 1.21 | 1.16 | 1.14 | 1.12 | 500 | |
| 1000 | 3.85 | 3.00 | 2.61 | 2.38 | 2.22 | 2.11 | 2.02 | 1.95 | 1.89 | 1.84 | 1.80 | 1.76 | 1.73 | 1.70 | 1.68 | 1.65 | 1.63 | 1.61 | 1.60 | 1.58 | 1.55 | 1.53 | 1.51 | 1.49 | 1.47 | 1.43 | 1.41 | 1.38 | 1.36 | 1.33 | 1.31 | 1.29 | 1. | | | | | | |



Documentation of Treatment in Experimental Class



Documentation of Treatment in Control Class



Documentation of Post- Test



Scoring System

| Area | Score | Descriptor |
|--------------------------------------|-------|---|
| Task Fulfillment/ Content | 20-17 | Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail. |
| | 16-12 | Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail. |
| | 11-8 | Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail. |
| | 7-5 | Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail. |
| | 4-0 | Inadequate: fails to address the task with any effectiveness. |
| Organization | 20-17 | Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion). |
| | 16-12 | Good to average: Uneven expression, but main |

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| | | ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion). |
| | 11-8 | Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion). |
| | 7-5 | Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence. |
| Vocabulary | 20-17 | Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register. |
| | 16-12 | Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate. |
| | 11-8 | Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate. |
| | 7-5 | Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate |
| | 4-0 | Inadequate: Fails to address his aspect of the |

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| | | task with any effectiveness. |
| Language | 30-24 | Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured. |
| | 23-18 | Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. |
| | 17-10 | Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured. |
| | 9-6 | Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured. |
| | 5-0 | Inadequate: Fails to address his aspect of the task with any effectiveness. |
| Mechanics | 10-8 | Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout. |
| | 7-5 | Good to average: Occasional errors in spelling, |

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| | | punctuation, capitalization, layout. |
| | 4-2 | Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout. |
| | 1-0 | Very poor: Fails to address his aspect of the task with any effectiveness. |

Final Score = C + O + V + L + M = 20+20+20+30+10= 100

Mengetahui,
Guru Mapel Bahasa Inggris

Mahasiswa

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